

THE SCHOOL JOURNAL.

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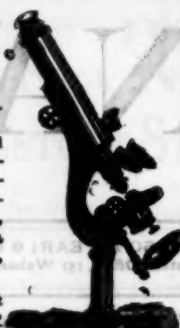
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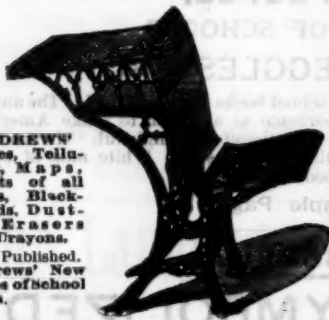


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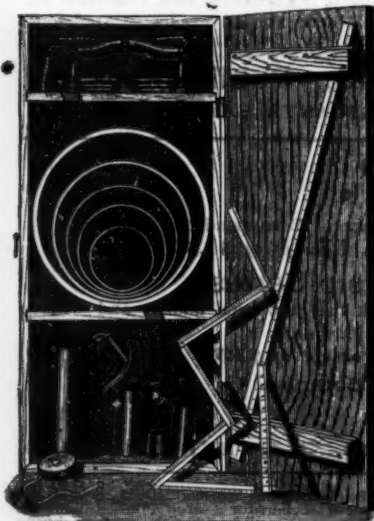
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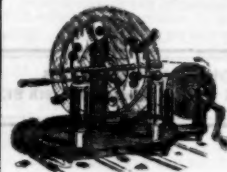
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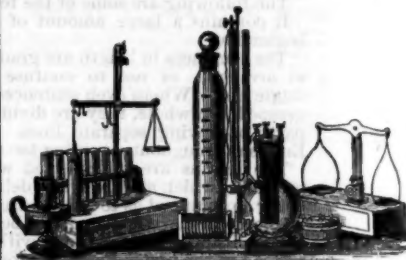
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

THE founder of the Johns Hopkins University in Baltimore provided that a number of free scholarships should be given to students from Maryland, Virginia, and North Carolina. This has drawn to that excellent school young men of talent from the South, so that the life and influence that is felt there, has been disseminated over a section of our country that has not hitherto felt it. Very few of those who come there from the South but lay aside the traditions with which they enter, and become Americans. Perhaps they do not rank as high in scholarship as the young men from the North who have been through a college course, but ideas of what advanced education consists of are diffused, and that is very important. But after all, the important feature is the nationality of the school. Slowly, but surely, we are becoming one nation; and it will be found that it is education which makes us a nation.

A GOOD deal is being said about improving the social condition of the laborer. But who are laborers? The teacher is one, certainly. What is his social condition? Here reference is not made to the president of a college, or the principal of the

sole academy in a town; but the rank and file, the teachers who get the smallest salaries, but who do the largest amount of the teaching. What is being done for their social improvement? They need as much consideration as the mason or the carpenter, but they do not get it. It is somehow supposed they can recuperate on their education; or that the possession of an education will prevent any stagnation. The subject will, one of these days, receive much attention. The teacher must draw intellectual and moral recreation from some source, or go backward; the draft made upon him by his pupils will in time deteriorate his brain power. Provision must be made for enlargement and growth.

A PROMINENT theological professor lately made a significant remark: "Our Sabbath school teaching is all at sea. We used once to have catechetical instruction, but it was given up, and now there is a little of everything. Can not the new education put our instruction into a better shape?" The instruction by means of the catechism has been laid aside because it was not in accordance with sound educational principles. A stout resistance was made by good men who claimed that while it was true that the child could not understand what he was learning, then he would understand it in after years. But educators claimed these years were needed to teach him what he could understand. In most of the Sunday-schools of this country a course of lessons has been fixed on and is followed; the objection that is raised to it is, that its chief aim is to familiarize the child with the Bible. The main object of instruction in the Sunday school should be to impress religious truth upon the minds and illustrate it by reference to history and life, (for which the historical parts of the Bible are admirably fitted) which is supplied now in a haphazard way by the teacher.

It would seem that a better way would be to recognize first of all that religious truth must be presented concretely (Jesus gave admirable examples of this method). Then to fix on concrete examples of the truths that are to be illustrated, finding these in the Bible, and in history, and in life; and lastly to memorize portions of the Bible which illustrate these truths. The whole process should be an intelligent one. Religion is not necessarily unattractive; really it may be said to be attractive to young people. It is, however, usually presented in the form of abstractions, and as such it is beyond comprehension. Whoever will refashion the religious education given to children, and put it on a sound educational basis, will be doing a great service. It is a grand field for good and brave men to labor in.

GEORGE ELIOT has risen to the rank of a classic author, because her views are broad and of her own making. In the "Mill on the Floss," she introduces Rev. Mr. Stelling who had taken Tom Tulliver for a pupil. She says "with the same unerring instinct (as a beaver builds a dam), Mr. Stelling set to work at instilling Latin Grammar and Euclid into the mind of Tom Tulliver. This he considered was the only basis of solid instruction: all other means of education were mere charlatanism, and could produce nothing but smatterers. Fixed on this firm basis a man might observe the display of various or special knowledge made by irregularly educated people with a pitying smile. All that sort of thing was very well, but it was impossible these people could form sound opinions. . . . He soon set down poor Tom as a thoroughly stupid lad; for though by hard labor he could get particular declensions into his brain, nothing so abstract as the relation between cases and terminations would

get a lodgment there. . . . He suspected obstinacy, or at any rate indifference, and lectured Tom severely on his want of thorough application. . . . He observed that Tom's faculties failed him before the abstractions hideously symbolized to him in the grammar, and that he was in a state bordering on idiocy with regard to the demonstration that two given triangles must be equal, though he could discern with promptitude and certainty that they were equal."

There is no one who reads the writing of this brilliant woman but sees that she discerned the nature of the so called education that could only be got by studying Latin and Euclid. Latin and geometry are valuable studies; they may be means to education and they may not. The idea that made them the only means held sway so long and persistently in England that George Eliot, as well as most other writers, felt it needful to enter a protest.

Perhaps this portion of the book will be read less carefully than any other, and yet it well deserves the attention of the educator—the thinking educator. Most teachers we fear who read the book will hastily turn over the pages and say inwardly or outwardly, "What is all this discussion to me? My duty is to hear classes read, recite lessons in arithmetic or geography, etc. I cannot stop to speculate upon the subject." This is doing precisely what Mr. Stelling did. It is precisely what George Eliot despised and condemned. The teacher must know what is the object of these studies, these recitations. We must have such thinkers and writers as the author of Daniel Deronda and Romola on our side and not against us.

THE tariff is just now a live question, so is temperance. All intelligent men and women are talking about them, and forming some opinion concerning the issues they present. Republicans are taking one side and Democrats another, while others stand in calm middle ground. Now is the time for teachers to be well informed, for although party political questions ought not to be presented in the school-room, the mental stimulus that the discussion of live issues gives is very great. We study the causes that led our fathers to sever their connection with the mother country, and talk about the old slavery doctrines. These are of the past. The present is just now more important. Take temperance as an example. Why should not everybody be permitted to sell liquor as freely as the grocer sells tea and coffee? Why tax a saloon? Is it right to prohibit a man from selling whiskey and not prohibit him from selling sugar? Why? This question would provoke a great deal of discussion in a high school, and would probably start some young man on the road of thinking that would go a great way towards giving him a liberal education. Nothing is duller than the dog-trot of hum-drum perfunctory questioning; nothing is more inspiring than a lively discussion on a live issue of to-day. Take, for example the statement of an eminent statesman this week that, "No tariff law should prohibit the introduction into this country of raw material that can be manufactured." Well, how about sugar and wool? Are these raw materials? Should a prohibitory tax keep them from coming into our country from other lands? Why not admit free lumber from Canada? Why not take off the tax from railroad iron and thus cheapen its price nearly one-half? Why is clothing cheaper in England than in America? Would it not be better for our people if they could buy their coats as cheap as they could if they lived in London? Now, these are live issues, which if properly presented will be certain to wake up a great deal of healthy thinking. The opening of the schools in September is a good time to think of these things.

EDUCATION OF THE INDIANS.

The Department of the Interior has taken ground concerning methods of teaching the Indians that is not wise nor tenable. Last year it made the rule for the schools that, no instruction should be given employing the native language of the Indians. Such a rule must be judged from an educational standpoint; it is a rule that those who understand education would not make. It has objections of many kinds. (1) The Indian will be but a short time in school at the best; all that can be done is to interest him for a few months; a year, possibly two years. (2) The natural method is, teach an Indian child as an American child is taught—use his mother tongue. If English is pressed on him while he has no need of it, he merely learns words, a very bad thing. (3) A language is only a medium for ideas; the Indian has no need of a new medium for the few ideas he has. If he obtains a stock of ideas, then English would be naturally taught to him. (4) In the future before the Indian, he is to use his mother tongue. He will go back to the Reservation with its limited life and there he must use his native language. He will there have no need of English. (5) The Indian mind is slow to learn; his mind deals wholly with the concrete; his language is based on the things he sees; English is based much on abstract ideas. If his own language is used he comprehends the teacher; he is happy in his school. Anything that adds a teacher's weight to the labor of instruction must be avoided. All pedagogical experience confirms this statement. (6) The Indian cannot be compelled to attend school; nor should he be compelled to learn a language simply at the order of our government. A language is taught as a mode of expression simply.

The feeling that the government was wrong became so strong that a committee of the Presbyterian General Assembly went before the President on the matter, and the rule was somewhat modified. It now allows the vernacular "when absolutely necessary to rudimentary instruction in English," also the Bible may be read in the vernacular at the opening of the school if the pupils do not understand English. Some other modifications are allowed to mission schools—even these must give half of their time to instruction in English.

But the matter is yet unsatisfactory because the methods are not soundly based. The mission schools may, we think, justly complain. Why these schools, supported by the funds of friends to the Indian, should be compelled to teach after the ancient pedagogical ideas of the Department of the Interior is not easy to explain. Suppose the parochial schools of New York City should be compelled to give a fixed instruction by the board of education! It is in fact a missionary field that the government is endeavoring to control. We do not complain of this; that is for the various denominations to attend to. We complain of the ignoring of educational science.

It is a curious fact that the government may well contemplate quite seriously that, in schools under little government control, there is far more progress than in those where the full sway of the government is felt; we refer to the mission schools. Here is another question to be considered: A Choctaw version of the Bible is disallowed by this government if the Choctaws understand English. Is this just? If so, why? But as we have said we wish to debate the matter wholly from a pedagogical standpoint.

Another thing, the government will effect the disuse of the Indian dialect. Now, it will be admitted, that English is far superior to Indian, but we do not want to make Englishmen of the Indians, nor to have them imbued with our literature. All that can be done, is to rescue the Indian from his degradation and add to his happiness and efficiency, and prevent his extermination. What will be the readiest means to this end? He must be taught the arts of life; he must receive a limited amount of mental training; he must have some religious knowledge. All these may be readiest gained by using the Indian dialects. If any seem to need an education superior to that afforded by the Indian schools, the English language can be taught to them by some special plans; when the Indian feels a need of English he will learn it.

EX-PRES. A. S. WELCH, of the Iowa Agricultural College, and well known in the West as an able Normal School principal and Institute conductor, has written a little book called "Talks on Psychology." It has just been issued by the publishers of the JOURNAL, in neat, 16mo size, 136 pp., with a binding similar to Dr. Allen's popular "Mind Studies for Young Teachers." The Preface says:

This little book on the elements of applied Psychology has been written for the sole purpose of helping the teacher in preparing for more effective work in the school-room. Many instructors in our common and graded schools are familiar with the branches they teach, but deficient in knowledge of the mental powers whose development they seek to promote. But no proficiency in science or art that does not include the study of mind, can ever qualify the student for the work of the teacher. He must comprehend fully not only the objects studied by the learner, but the efforts put forth in studying them, the effect of these efforts on the faculty exerted, and their results in the form of accurate knowledge. How can the teacher deal successfully with these fundamental facts of Psychology, without having first mastered them himself? Indeed, it is urged by eminent educators everywhere that a knowledge of the branches to be taught, and a knowledge of the mind to be trained thereby, are equally essential to successful teaching.

A large and more complete work on Psychology for the teacher, is ready for the press and will soon follow this volume.

Prof. Welch conducts an enthusiastic Normal Institute at Des Moines, the latter part of August. He expects 600 teachers from all parts of Iowa.

EVERYBODY that is anybody is just now expressing his opinions, teachers not excepted. There is no reason why a teacher should not deliver a lecture on the tariff or a minister on temperance. The old doctrine that teachers and ministers should express no political opinions is exploded. For example, Rev. Dr. Storrs of Brooklyn is reported as being dissatisfied with the Republican party. Now, hasn't Dr. Storrs just as good a right to be dissatisfied with any party, as Senator Evarts? Why not?

THE report of the Section Meetings of the National Association, which should have appeared in last week's issue, will be found in this. It will be noticed that many more questions were discussed and many more thoughts were expressed in these smaller gatherings than in the general sessions. The effective work of the association is done in these smaller meetings. It is a question whether the reading of a long, argumentative paper before an audience of three thousand on a close morning, and in a room lighted entirely by gas, is productive of much benefit. Most long papers worth much cannot be appreciated under such conditions. A good argument needs calm and quiet study under favorable circumstances. So it comes about that of the thousands who attend our National Association meetings few sit through even one session of the general gathering, while those who do, usually go away with a sense of emptiness that discourages their further attendance.

NOTES TAKEN ON THE FLY.

Twice across the continent, and a thousand miles more within six weeks and two days! Who, fifty years ago, would have believed that this could have been possible, and yet to-day it is easily possible, with some time to spare for sight seeing. What a country this is! A teacher who has just returned from the trip, said that it seems smaller than before she had made the journey. Why? Because she sees the whole of a great part of it now at a single glance. Yet when one thinks of the time it takes to go from New York to San Francisco, on an express train, the reality of how long 2,800 miles is, begins to dawn on the mind. The great centers of population must always be on the Atlantic sea-board, in the great Central States, along the great lakes, and by the Mississippi and Missouri, and on the Pacific coast. The West borders on the Western sea-board, Iowa and Minnesota are East; New England is far East. Teachers and other well informed persons never speak of Kansas as a Western state. They often call it one of the great central states. The great mountain region of Colorado, Wyoming, Montana, and Idaho, etc., must always have a distinctive character of their own, that will make them, as of themselves, the mountain region.

We stopped a few days at St. Cloud, familiar of old, to shake warm hands and exchange friendly greetings with many friends. Minnesota produces abundant crops of true hearts and clear heads. We found St. Cloud greatly changed during the past four years. A magnificent dam across the Mississippi gives the best water power in the state, which is being rapidly improved. The car shops of the great St. Paul, Minneapolis and Manitoba R.R. are permanently located here. One of the state normal schools is here, the presidents of which have been Ira Moore, in charge of the Los Angeles State Normal School; Hon. D. L. Kiehle, state superintendent of Minnesota, and the writer of these notes. Now, President T. J. Gray is in charge, and is keeping the school fully up to its former reputation; in fact, we must confess that it is improving with age, and that its condition was never more satisfactory than at present. President Gray is a man of pronounced opinions, as has been shown during the past year, by his position

on the question of course of study for the Minnesota normal schools. His action has been fully endorsed by the State Normal Board at its recent meeting. As this question is a most important one, we shall give it special attention in an early issue of the SCHOOL JOURNAL. We commend the action of President Gray and his faculty to the authorities in charge of state normal schools in all parts of the country. The question of curriculum is a vital one, and we are convinced that the time has fully come for a revision of old decisions in the light of new ideas.

Minnesota has for years adopted the plan of making each of its institute conductors a member of some one of the faculties of its normal schools. For a part of each year, they are engaged in teaching in their schools. This brings the normal and institute work in close sympathy, and enables the schools to gather the best talent from all parts of the state. Each conductor, of course, advocates the special claims of his school, yet there is no friction created in doing this, as far as we have heard. Great freedom is given to the conductors of Minnesota institutes. This insures excellence up to the ability of the leader. It throws each man and woman engaged in this work, on his and her own individual responsibility. It may be properly inferred that each normal school keeps a sharp eye on its representative in the field. If there is any short-coming the failure is quite certain to be known.

The institute work of the St. Cloud school is in the hands of C. W. G. Hyde, the oldest active conductor in his state. He is a first-class man, universally esteemed, progressive, sharp, active, and full of sympathy for his work. What he is doing, and how he does it, will constitute a future article.

Many members of the faculty of the St. Cloud School are old and well-known teachers. Miss Isabel Lawrence, teacher of methods and superintendent of the training department, is a well known and most able educator. We doubt if, in some respects, she has her equal in this country. Thoroughly trained at Oswego, and a teacher there; in charge of primary work in Yonkers, N. Y., for a time, and now for a long time in St. Cloud, she has grown into a most philosophical and systematic success. Her influence on the many classes that have gone out from the St. Cloud school has been, is, and will continue to be for many years to come most stimulating and healthful. Professor W. A. Shoemaker, in charge of mathematics, is no ordinary young man. We doubt if his equal in ability of mathematical statement can be found. He is clear, and what is best of all, he makes his pupils clear through the processes of their own self-activities. He is no crammer of "accepted" truths. His commencement is a doubt, but his end is a fact. In connection with Miss Lawrence he has prepared a text-book, recently published by the Appletons of this city, called "The New Practical Arithmetic." It is full of "eye-openers." Its philosophy is sound, and its methods are up to the best thought and practice of the age. In real value to the thinking teacher it is far ahead of many more pretentious volumes. Any teacher studying this book, who has a grain of common sense in him, will get so many new ideas that he will never teach arithmetic as he has before. Get the book, and see if what we say is not true.

We said good-bye to St. Cloud with great regret. It is the rising city of northern Minnesota, and destined at no distant day to rival St. Paul and Minneapolis in size and importance. Success to the plans of its large hearted men and women in their many labors in church, school, state, and city work. Its future is fore-ordained.

We doubt the policy of fore-ordaining the presidents of the National Association. Let the state directors be appointed without regard to presidential opinions, and let no man be said to have earned any office. The association is able to pay for service in cash, and when the money is paid let the bill be receipted in full for all obligations, expressed or implied. We believe both the secretary and treasurer should be retained during good behavior, and well paid for all work done, and let this be the end of it. The presidency of the National Association should never be mortgaged. Treasurer Hewett has made a good officer, others have served the association equally well, but this is no reason why they should claim the office of president. Let the best man be chosen irrespective of what he has done; let him be chosen for what he is. Why wouldn't Col. F. W. Parker make a first-rate president? We nominate him on account of his eminent fitness for the place, not because of any special service he has done the association, but because he is what he is, and we hear the voices of ten thousand teachers shouting, "Col. Parker, the next president of

the National Association!" Why not hear the voices of the people?

The Southern Pacific Railroad Company has published a small map, which would make an admirable geographical lesson in any school. All of the New England states are drawn in California, with New York, New Jersey, Delaware, and Ohio. The total land surface of all these states is 153,130 square miles; that of California is 153,600. The population of California is 864,694, that of the ten states mentioned is 13,569,186. According to this showing there is yet room for something more than twelve million of people in the land of gold, wheat, and fruit, but it will be some years hence before they all get there, yet they are going at the rate of about a hundred thousand annually.

The price of land in California is something wonderful. In the Santa Clara valley, about a hundred miles south of San Francisco, the ordinary price of good land, with fruit trees growing on it, is about \$300 per acre, and this is considered cheap. It is said that exceptionally good land near Los Angeles, well stocked with fruit and vines, is held at \$1,000 an acre. Land twenty-five miles south of Tacoma is held at \$250 per acre, and city lots in Tacoma and Seattle are higher than in Brooklyn or some parts of New York City. The "boom is on" just now all along the Pacific coast, and the sharp ones are making money. In Tacoma lots that six years ago could have been bought for \$600, can not now be bought for \$12,000. The end is coming, and the wise ones, who have sense enough to "get out from under" will be saved, while the majority, who expect the balloon to keep on inflating and rising will "get left." Yet there is undeniably solid value to property all along the Pacific coast; just how much, must be left for the future to determine.

One thing argues well for the Pacific coast, it is the deep interest the people take in education. In every town the school-house is the most conspicuous and the most costly building, and we hear that salaries are good and permanency above the average. This prophesies well. The high school building at Portland, Oregon, is one of the most complete and costly in this whole land. It is a standing recommendation to the enterprise and culture of this commercial center.

California can give to its inhabitants any sort of climate they want—cold or hot, wet or dry, windy or calm, high latitude or low. The "Climatic Map" of the Southern Pacific Railroad Company is well worth a careful study and will, we doubt not, be forwarded to any teacher on application to their office at San Francisco. Order, also, the map of comparative sizes at the same time. These two will make a valuable addition to the geographical appliances of any school-room. We had a realizing sense of the great difference a short distance makes in climate on the Pacific coast, the morning we entered California. At Sacramento the weather was hot and dry; the thermometer was said to register 100° in the shade. A little later as we neared the coast and were greeted by the delegation from San Francisco, we were surprised to see them wearing winter wraps; but when we reached the city we were glad enough to put on our overcoats and shawls. San Francisco is cold in the summer and warm in the winter. The mornings are usually clear and sunny, but before noon a cold mist comes up from the ocean and gradually settles itself down over all the city. It penetrates to the marrow of the poor, lean ones who haven't had sense enough to put on heavy underclothing. Of course opinions concerning climate differ; to some it is inexpressibly delightful, and to others it is as inexpressibly disagreeable. Tastes differ. We didn't like it.

But it is a fact that the climate of the most part of California, on the coast, is nearer perfection than anywhere else on this continent. Paradise is not found on this globe, but it probably comes nearer touching some parts of California than any other spot this side of Heaven.

All that the soil can raise, good to eat and drink, can here be produced. We saw, what we never have seen before and what no other state can show, viz., blackberries and strawberries side by side in the market, and what peaches, plums, nectarines, figs, pears, and apricots! The time for good grapes is not yet. But look out new-comers, be careful how much you eat, or you will be wiser through sad experience.

A. P. Marble, of Worcester, was elected president of the National Association. He has been in the line of succession for several years, and this year was his time,

according to both fore-ordination and election. He will make a good officer notwithstanding his heretical manual training notions. His nature is generous. He likes to have everybody have a good time. He wouldn't make a good tyrant. We believe he will bring all sides to the front, and in his inaugural express his own opinions in his own way. We trust he will draw much inspiration in the future, as in the past, from the pages of the SCHOOL JOURNAL. It will always delight us to help him get into and keep in the straight path of educational truth.

John Swett and Charles Allen exert a wider influence in educational circles than any other two men on the Pacific coast. They are both typical Americans, as well as typical Californians. Both have left their mark on the educational system of California which will remain to the latest days. It was Mr. Swett's work to mold the present school law, and it is to his wise management, thorough culture, and native common sense that it contains so many good points. It is a wonder that at the early day in which he wrought, and in the circumstances with which he was surrounded, that he accomplished so much. The man who skillfully and permanently lays good foundations is worthy of high honor. So Mr. Swett is held in great esteem by all Pacific coast educators. Charles Allen's name is known wherever normal work is known. He labored effectively during the forming period of Wisconsin's educational system, and he has had so much to do with normal work in California, that he may be justly called the father of her normal school system. Already California has two large training-schools in successful operation, one at San Jose, under Mr. Allen, and one at Los Angeles, under Mr. Moore. Another is established in the northern part of the state, but its principal is not yet selected. California, like New York and Minnesota, will continue to increase her normal school facilities, as the demands of the people require them.

Everywhere we heard words of warm praise for the SCHOOL JOURNAL and TEACHERS' INSTITUTE. Multitudes, to whom we were introduced, at once said, "Yes, I hear you talk every week." Others said, "I like the outspoken character of your papers. You have something to say, and say it. I don't always agree with you; in fact, I sometimes very radically differ from you; but you have doctrines, and you preach them. You are conscientious in maintaining what you believe to be the truth."

The people of California and the Pacific coast know more about the SCHOOL JOURNAL than the INSTITUTE. They like to read all that is said on any particular subject. We think it is a fact that a larger proportion of teachers take a weekly educational journal in California than in New York. They are not satisfied with a monthly instalment. They want their educational food served up to them every week, and they like the SCHOOL JOURNAL because it gives them something to think about. It isn't satisfied with running all around a subject, and not daring to hit it a good, square blow, for fear it may offend the culture of Erudition Hill. It speaks out its whole mind, without fear of college professors or old first-family children.

Hundreds said to us, "Go on. You are bound to come out ahead. We glory in your spunk. You don't stand apologizing for the past, but, preserving its best features, you boldly strike out for the good time coming." Returning, as we do, from this long journey across the Continent twice and a thousand miles along the Pacific coast, seeing the enterprise and push manifested in thousands of growing towns and cities, and realizing more than ever before that nothing will save our country but its school, and that nothing will save our schools but good teachers, we return to the desk, the pen, and the scissors, with a renewed determination and a courage stimulated by the certainty of success, such as we have never possessed before.

In this great work of educating the children into truth-loving, intelligent, and successful men and women, the teachers are important factors, and no single agency has done more to stimulate teachers, during the past ten years, than the outspoken utterances of the SCHOOL JOURNAL and TEACHERS' INSTITUTE. It is because we know this is a fact, we were never more encouraged to labor with all our might to make the pages of these organs more and more mighty instruments for uplifting and advancement. It would be hard to find an intelligent teacher, of any considerable age, in the United States who has not read our pages and received from them many impulses for good.

A hasty call at State Superintendent Kiehle's office in St. Paul didn't find him. He was away fishing. Asst. Supt. Pendergast was in charge, stouter than ever, and just now full of arguments and facts concerning the tariff. We asked Mr. P. if fishing was one of the prescribed duties of a Minnesota state superintendent. He replied that it was not; but that state officials have the right to go where they please and do what they please during their vacations. We were assured that Mr. Kiehle's recreation will be strictly according to the educational code of this North state. Mr. Pendergast has been appointed principal of the new agricultural school to be opened next month at St. Anthony Park under the direction of the State Agricultural College. Prof. P. C. Kirk, formerly of Winona State Normal School, and more recently of the River Falls, Wis., State Normal School, will take Mr. P.'s place in Mr. Kiehle's office. It was his paper on Normal Schools that stirred up such a discussion recently at San Francisco. We hope to publish Mr. Kirk's paper in full, so that our readers can see exactly the ground of his belief that they are coming so far short of doing their duties.

The old conflict rages between St. Paul and Minneapolis, but we observe that they are gradually coming together, and will soon be one under the new and euphonious name of St. Minneapaulopolis. What a beautiful word for future geographical scholars to grapple with! It is said that a young minister, who was recently candidating in a Minneapolis pulpit, found as he rose to announce his text, that he had taken it from St. Paul. This it occurred to him wouldn't please his hearers, and much injure his prospects. What to do he couldn't at first think. But a happy thought struck him. So he proceeded: "You will find the words of my text this morning from the epistle of St. Minneapolis to," etc.! He was called!

The increase of the Scandinavian element in all this northern country is wonderful. These people make excellent citizens, and bring wealth and enterprise to the country of their adoption. We have no better class of immigrants coming to us from the old world than the Scandinavians. The number of foreigners in northern Minnesota may be judged from the fact that 47 per cent. of the pupils in the St. Cloud State Normal School, last year, were either born abroad, or of parents of foreign birth. The Hon. Knute Nelson, Congressman from northern Minnesota, who is just now making quite a stir on account of his position on the tariff question, is a full blooded Norwegian, once a poor, uncultivated boy, emphatically a self-made man.

The question occurred to us while in St. Paul whether agricultural schools are needed. If they are, why not have tailor, baker, shoemaker, laundry, and carpentry schools? Somebody asks, "How about normal schools?" They are different; learning how to deal with the mind is different from learning how to deal with matter. In our opinion the state is not called upon to teach the trades. Farming is a trade, *q. e. d.*, it should not be taught by the state. We must train the minds of pupils so that they may be able to grapple with and solve all the problems of life; and we must teach such facts as will aid in doing the work of life wherever the child may be placed; but the state is not called upon to make artisans. Drawing is not put in our schools to make architects of our pupils, but to help in making them men and women. Manual training must not be adopted for the purpose of making better carpenters, but to make successful actors and thinkers of them. We hope the time will soon come when the meaning of the word education will be understood. J. A.

THE Boston school committee has behaved in a singular and discreditable way. It seems that a Mr. Travis, in teaching history from Swinton's text-book (authorized by the committee), explained that indulgences had been authorized by the Catholic church. The committee thereupon removed Mr. Travis to another school. This led to a public meeting at Faneuil Hall, and to a denunciation of the action of the committee. It seems that the removal of this teacher was really not called for by Catholics, but by Protestants over-zealous to prove their subservency. An examination of the text-book shows no historical inaccuracy; the book is ably and impartially written. The fault evidently lies with the school committee. We have ever found the Catholics reasonable and not captious. History shows that neither Protestants nor Catholics can wholly be defended in many of their acts; what either have done no fault of the present generation; we must be willing

to listen to facts concerning our progenitors; they lacked our light and knowledge.

THERE seems to be an effort on the part of some to arouse a feeling of prejudice against the Catholics. We advise caution. Any thing like a war of sects cannot but lead to most unhappy results. We must have a public school system; it is the foundation on which our republic is to be built. We must make that system one that will not repel any sect. It is foolish to suppose the Catholics are aiming at supremacy. The Protestants outnumber them four to one. That they are active in building up their own faith is true; so are the Protestants. So long as they leave the public school alone, let them build. We must live side by side in this broad country, in peace and harmony; we must live side by side and educate the children; both conditions can be secured.

THAT manual training is not designed to make mechanics of the pupils who study it, is shown by the following list of subjects on which essays were written by recent graduates of the St. Louis Manual Training School. The subjects indicate closely the choice of occupation in each case: "The History of the Steam Engine," "Electric Railways," "Business Tact," "The Evolution of the Cooking Stove," "Methods of Milling," "Modern Applications of Electricity," "Bridges," "The Present Monetary System of the United States," "Ice-Making Machinery," "The Railway Problem," "The Evolution of Modern Vehicles," "Labor and Machinery," and "Banking in the United States." Few mechanics who are only mechanics could write upon these or any other subjects.

EDUCATION among the Indians is to be extended. A bill has passed Congress allowing each Indian to own land; it has heretofore only allowed a tribe jointly to hold land. The school at Carlisle, Pa., this year gets \$18,000 for a new building. The Hampton school has just finished its first ten years of work. It is worthy of remark that, in the reports of this school, the health of the Indian improves after coming to school. It is the opinion of those who know little that school-life is an unhealthy one for any one, and much so for the Indian.

A CORRESPONDENT asks if the term "commencement exercises" is properly applied to a school, like a high school, for example. We think not. The term is so applied because there is a commencement of a new year; the new class is examined and a time fixed for their going to work. At the same time a class is graduated. This is the case now at West Point especially, and in most of our colleges; though, in fact, in the case of the colleges, the graduating of a class is the great feature, few being present to "commence;" they who wish to "commence" come in a couple of months later for examination. But the term is fixed and will be used by colleges. As for high schools, and such like, the term "graduating exercises" is the proper thing.

A FINE LIST OF NEW BOOKS FOR TEACHERS.—A valuable list of books for teachers is announced for immediate publication, by the publishers of the JOURNAL, as follows: "Talks on Psychology" 136 pp., and a "Teachers' Psychology," a much larger book, both by A. S. Welch, ex-President of the Agricultural College, at Ames, Ia., well known in the West as an able teacher and institute lecturer. "Gardner's Town and Country School Buildings" was first announced two years ago. It will contain about 25 different designs of school houses of all grades, but especially of country school houses, with over 100 illustrations, floor plans, etc. Mr. Gardner has been a teacher, is now an architect, and writer on architecture. Mr. Southwick's "Quiz-Book of Theory and Practice of Teaching," will be published in a new edition from new plates. He is well known as unexcelled in asking and answering questions. Shaw and Donnell's "School Devices" will be revised and enlarged by nearly 100 pages of entirely new material and issued in a new edition. Mrs. J. M. Dewey of the Normal School at Rutland, Vt., has prepared a practical little work on "How to Teach Manners." Dr. Jerome Allen, the author of "Mind Studies for Young Teachers" (which has proved so popular,) will have a new book called "A Short History of Education," based on his lectures on the History of Education at the University of the City of New York, during the past year. "Physical Education," by W. J. Ballard, will be a neat little manual on gymnastics for country schools. For employing the pupils when not reciting, there will be a set of 12 cards containing a short lesson in language

writing, arithmetic, drawing, etc., called the "Busy Work Cards,"—Series I. Of the Teachers' Manuals Series, there will be four new numbers. The valuable "Unconscious Tuition," in a new edition, "Hughes' How to Keep Order," an entirely new and original work by the author of "Hughes' Mistakes in Teaching." "Quick's How to Train the Memory," revised and re-written by the author of "Educational Reformers," and "Hoffmann's Kindergarten Gifts." These little manuals are published in neat paper covers. About Christmas time may be expected several new numbers of the "Reception Day" series of Dialogues and Recitations.

GENERAL PHIL. SHERIDAN.

"General Sheridan is dead." These words printed in large letters in the newspapers of Aug. 6 carried a shock to the thousands who had begun to believe that he would finally rally. His career is so full of lessons to the young, and he is so closely identified with the military history of our country, that now, while the news is still fresh, is the time to make his influence deeply felt.

THE MAN.

Sheridan graduated thirty-fourth in a class of fifty-two at West Point, in 1853, when twenty-two years of age. He was the son of poor Irish parents, and lacked many advantages possessed by the rich. When to this fact we add his lack of scholarly ambition, his small stature, and his merely moderate ability as a student, we wonder how he became so famous a general. His success is mainly due to his sound judgment, pluck, and determination.

Though at times irascible, he was, in the main, cheerful and companionable, and had many friends. But his chief talent was in acting at the right moment. Wise enough, by reason of his judgment, to know when it was best to do a thing, he did it; allowing nothing to hinder. While not a great student, he was yet a keen observer and what he knew he knew well.

THE SOLDIER.

As a soldier, Sheridan was cool, courageous, and active. He had a natural instinct for topography which aided him in planning battles, and was a rapid gatherer of news of the enemy's movements. As he moved from place to place, he came to know the people and learned much from them. He was always ready to act according to orders, and was never a grumbler, knowing more than the officer in command, and criticizing his movements. He was perfectly obedient. This was the reason he was so well fitted to command.

THE COMMANDER.

It is the highest thing to say of a general that his soldiers have unflinching confidence in him. This is eminently true of Sheridan. His presence was an inspiration, and more than once, his impetuous dash forward caused his men to rally to victory. Always confident, he imbued others with the same feeling. He was a firm disciplinarian, but never exacted impossibilities. His men, well-cared for, were ready for any emergency, and could not be taken by surprise. His talents were not one-sided, but he was master of all departments of his profession. While his charges were impetuous, he was extremely cautious in making them. They were successful because so well planned.

This, in brief, is the account of a successful soldier, and a brave and loyal American. He made his way without influence, and with little education, to a high military position, being the colleague of Grant and Sherman. The elements of success lay all within himself, and had they not been used, the world would never have heard the name of Sheridan. After all, it is not the amount of ability a man possesses, but the use he makes of what he has that separates him from his fellow-men.

A PLEA FOR THE CHILDREN.

By MISS KATE V. THOMPSON.

(CONTINUED.)

WRONGS OF THE SYSTEM.

All that I affirm of the wrongs of reading, I might say of any other branch of study in a primary or indeed in a grammar school. The most grievous errors are committed in the name of science, the least harm is done in the more mechanical labor of writing and drawing; but a degree of cram and show enters into all, as the natural result of a system based upon the assumption that the ability to hold a great mass of diverse facts is education.

From year to year new branches are added to the

course of study. New requirements are made of the teacher; but all in the line of routine until the whole business of "getting up a class" has resolved itself into a perfunctory round of drudgery more akin to the work of a perfect machine, a mill turning out hundreds of yards of cotton daily—than aught else within my knowledge. The mill is an excellent thing in its way, the reduction of a raw product to a salable article is always a benefit to mankind; but when the raw product is human life, and the article produced a stunted, distorted growth, a larger production is not desirable. Of course the system often fails, the preservative instinct is strong in youth, and other influences modify and check this one, powerful as it is. There are many principals and teachers who work very vigorously to reform it, but they can do little, being in the minority. Such people, it is curious to notice, are not in the so-called *best* schools. Their protest affects in no way the fact that, where the prescribed plan is followed, it results in a superficial perfection, and a real ignorance which is destructive of all further mental effort.

REFORMS NEEDED.

But there are many who will always say, "We do not want wide culture of heart and brain, we want citizens who can read, write, and cipher." Then do not be surprised that this merely technical training has made ciphering in one's own interest the main object of life. If you do not care that your boys know little or nothing of the principles of government which hold us together as a nation, that they are almost utterly ignorant of the names, not to say *thoughts*, of our best and wisest statesmen, writers and rulers, that the simplest and most obvious laws of political economy are not brought to their notice, do not ask for wide views on public questions from men. But we do teach United States history. Yes; *facts* and *dates* without end; it is considered by the pupil the heaviest burden he has to sustain, and any one who will take the trouble to listen to a few recitations in this naturally interesting subject will agree heartily with him. New York is at times proud of her liberal expenditure upon schools; but such expenditure is not, and never can be, a charity. It is simply a good investment and should yield a fair return. The fact that you cannot *educate* in herds, nor upon husks, needs to be brought so forcibly home to the comprehension of every tax-payer, that he shall insist upon the actual worth of his money in the quality as well as the quantity of public instruction. It is surely not too much to ask that the tendency of state education shall be towards the benefit of the body politic.

REFORMS PROPOSED.

The pupils require first of all the physical comfort requisite for good mental work. They need space to sit at ease, air to breathe, sanitary arrangements distinctly unlike those prevailing at present, and principals wise enough to enforce primary rules of hygiene. When these self-evident "facts" are made part of the system, the number of pupils in a class will be much smaller, the teacher's power increased two-fold, and the chance of the pupil toward "life, liberty and the pursuit of happiness"—those "inalienable rights" of which we are gradually depriving him—more than half restored. Mr. Thring, one of the most thoughtful of English educators, thinks forty pupils enough for any teacher, and seriously questions the ability of any one adult brain to suffice for a larger number. Some limit there must be, the parents must determine, and in fact have frequently determined by withdrawing children from crowded class-rooms. If the class-rooms are built for ninety, and they are in new schools, it would still be possible, and I should judge reasonable, for citizens to insist upon a right to a fortieth part of the teacher's time, and erect new walls.

The second requirement will be a reduction of the specified number of studies and the consequent increase of knowledge and mental growth. I need not dwell upon this point, because it is now fully recognized by every one who has thought upon the subject at all.

The third and last need is the abolition of all arbitrary and false tests of progress, as the present annual examinations of classes by superintendents, and the substitution of real co-operation between teachers and their official superiors in the common work of elevating humanity. The sphere of the teacher is limited; how much it may be enlarged by the experience and wisdom of those who guide and direct the whole course of education, and have a wider field of action, I think all good teachers keenly feel. The last is perhaps the greatest want.

THE RESULTS OF REFORM.

After these three changes are made, we shall indeed

offer to our children education, good and sound as far as it goes. The pupils may not all speak in the same key or walk in straight lines; but there will be time to teach them to speak truthfully and walk honestly, and at present there is no time for such things. A really honest teacher with her eyes open to differences in character, has often to choose deliberately between the slow process of developing the higher powers of a pupil's soul by sympathy with him in temptation, and the more rapid method of tyrannical action, and feels the iron enter her soul when she punishes small offenses. Being human herself, and possibly humane, she is indignant that the exigencies of getting through a grade should require all else to be set aside. What of the other sort of teacher? Given fifteen minutes for an object lesson, you cannot waste (?) half that time teaching a child why it is mean to copy; it is better to stand him upon a chair to be hissed by the class; that takes only three minutes. Comment upon this and kindred forms of discipline is superfluous.

TRUE ECONOMY.

I have not lost sight of the fact that any reformation of the schools requires new school-houses, more teachers, good plumbing, and possibly a comparatively large outlay of money. That is exactly the point I wish to consider, as it is a question much agitated at present. It is true that more money would be spent in some ways; but could it not be saved in others? Not to repeat the good old argument that what the city spends on schools she saves from almshouse and prisons, nor the equally venerable plea that it is a wise economy to make all men producers, if possible, let us ask if it is impossible to save more directly. School-houses we must have; but they may be far less costly in many ways; books are needed but a few good ones are better than scores of the worthless, expensive things now prepared to do a certain work over in many ways; teachers must be paid to live, and so must superintendents, janitors, clerks of the board, and other useful people; but why not adjust their salaries to the actual hours of service and its value?

FALSE ECONOMY.

Why economize just where an inferior article is sure to tell upon a large number? It is of more importance to you that the woman who is in daily intercourse with your child shall have a respectable income, than that the man who sweeps the building, or the man that inspects both, shall have a large one. The amount of money spent will be less regretted if rightly distributed. No good teacher can be over-paid. No salary can fully compensate a superintendent who is a man of wide views devoting all time and thought to the great problems of education opened to him in this Metropolis: but if he be merely ornamental, or engaged in elaborating the details of our cut-and-dried system, binding a dead body of dogma upon us, he might be thought an expensive luxury at any price. There may be many ways of economizing, if we look closely. We are conservative in educational matters, but we have lately felt that some advance might be needful, and have therefore placed two women upon the board of education. The sympathy and interest expressed throughout the country show the strong under-current of public feeling, and the direction it is sure take. It is but a question of time, let us hope, before the worst abuses pass away and the schools become as helpful as they were meant to be.

AN INVESTIGATION WANTED.

The present state of affairs is too unconstitutional to endure, and all that is needed for reform is plenty of reliable evidence against it. It must be evidence given by those who believe in the schools as superior to any "system" whatever, who will "set down naught in malice nor naught extenuate," simply tell the tale as they know it. If this great body of testimony could be collected, it would not be so much a complaint against men and measures, as a proof that we have outgrown old bonds. It might, indeed, reveal evils upon which I have not touched—for I have no wish to probe the matter, only to point out its general features,—but it would at the same time show that we are advancing since we admit our imperfections. Such an investigation made by disinterested people is a public service too valuable to be measured, and it is the earnest desire of all who have been impressed by the needs of the schools that it may take place without delay. If any statements here advanced be thought worthy of attention, the writer begs to add that they are based upon actual experience. They are put forward as a possible suggestion to those who have the desire and power of making them useful, and in the belief that an appeal made for children is never made in vain.

The National Educational Association,

SAN FRANCISCO, CALIFORNIA,

JULY 17-20.

THE WORK OF SECTION MEETINGS.

NOTE.—The effective work of the National Association is done in the department meetings. Little freedom for discussion is allowed in the general sessions, but in the sections the opportunity for interchange of opinions is very great. It is true that time is often wasted, but in the end truth is evolved, and advancement is made. In the sections thought is concentrated on special topics, and teachers are brought together who are working along the same lines. The numbers in attendance are smaller, so sympathy is promoted, and bonds of union established. The real good of the association is done in the section meetings.

No effort is here made to report all that was said or done, space is too limited; we only attempt to give a running view of some principal subjects under discussion, referring our readers to the annual volume for a full report. We also omit all mention of dates and places. It matters not in what hall these papers were read, or on what day of the week or month they occurred, we only want our readers to know what live issues were presented, and what conclusions were reached.

SUPERINTENDENCE.

In his opening address Supt. N. C. Dougherty said: "Those of us who have for the first time crossed the continent to attend this meeting have been impressed as never before with the extent and greatness of our country." The speaker paid a high tribute to the educational system of America, and pointed to its leaders—the teachers of the land—with evident pride.

EFFICIENT SCHOOL SUPERVISION

Was a topic upon which J. M. Greenwood of Kansas City, R. K. Buerhle of Lancaster, Pa., M. Chidester of Wichita, Ka., and Charles E. Howard of Helena, M. T., spoke. Mr. Greenwood's paper, in which twenty-seven qualifications for a school superintendent were pointed out, evoked the most discussion. It was approved by all except Supt. Luckey, Pittsburg, Pa., who thought that the first one—that every superintendent should have common sense—was all that was necessary.

The papers criticised the present methods of the superintendents of the land and suggested many improvements.

In the discussion that followed their reading, the necessity of a limitation of the districts of superintendents was strongly recommended, it being claimed that too many schools were given to individual superintendents as a rule.

ETHICS OF SCHOOL MANAGEMENT.

By C. B. Gilbert, principal of the St. Paul (Minn.) high school.

"It is suicidal," he said, "to educate the intellects of children and leave their morals untrained. Moral distinctions that puzzle theologians are often quite clear to children. The first thing to teach a child is self-control for wise ends. Law, in the sense of constraint, is for would-be criminals. The lack of self-control, so frequently observable in those who leave school to go out into the world, is not due to too few rules during their school days, but to too many. Petty discipline results in vice and moral infirmity only."

An animated discussion followed, the sense of the meeting advocating somewhat more rigid discipline than the lecturer.

A resolution was adopted, endorsing the National Bureau of Education, and recommending that a suitable building be erected to be used exclusively for its benefit. The officers for the coming year are: President, Fred M. Campbell, of California; First Vice-President, C. C. Davidson, of Ohio; Second Vice-President, Dr. George Luckey, of Pennsylvania; Secretary, W. R. Thigpen, of Georgia.

HIGHER INSTRUCTION.

PHILOSOPHY IN COLLEGES AND UNIVERSITIES.

By Dr. W. T. Harris.

The speaker thought philosophy indispensable to, and at the same time the most practical of, all courses of study. The true method of science now is pretty generally conceded to be the historical one. Something being given in a definite manner, philosophy will discover, one by one, its time and place. Specialization is the cause of all progress. Philosophy, it is said, is the enemy of this specialization. Philosophy can explain one fact as well as another. All philosophy sets up a first principle as a cause of all and the destiny of all. The object of all instruction is knowledge. All instruction has for its object the relation of man to God and God's universe. The ultimate ground of action must always be a moral one. Philosophy expressed or implied

must be the basis of higher education. This is true even in those colleges where agnosticism prevails. The doctrine of phenomenalism in the world is negative, or in the language of Herbert Spencer, unknowable. This argument is pantheism. The present decadence of philosophy in schools is only apparent. There is a philosophy presupposed in those higher schools, and a bad one, too—a revival of Orientalism.

Dr. Harris summed up his arguments as follows:

First—That all philosophy carried out arrives at self-activity.

Second—He considers the relations of philosophy as a transmission of intellect and will.

Third—Philosophy is indispensable to higher education.

The paper was a remarkable one and entirely worthy of its eminent author. It was listened to with rapt attention by the audience.

A general discussion of the subject ensued, which was participated in by Professor Harrison and others. The discussion hinged mainly on the point as to whether there was any real difference between science and philosophy.

HISTORY OF HIGHER INSTRUCTION ON THE PACIFIC COAST.

By William Carey Jones.

The paper was read by W. W. Deamer of the University of California.

The paper gave a very comprehensive view of the existing condition of collegiate and university education upon the coast. In California, Oregon, Washington, and Nevada, there were stated to be twenty-two institutions which claimed the rank of college or university, and granted degrees accordingly. "These supplemental high schools assume the title of universities, and are naturally aggressive, so that the popular idea of the value of the higher education is lessened by the inefficiency of the work accomplished," said the speaker, "and the university suffers in consequence."

A happy tribute was paid the early argonauts who, when they laid the foundation of state, provided a free and broad common school system. The history of the State University was sketched from its origin in the College of California, and the disadvantages under which it has labored since the adoption of the new constitution in 1879, which, though it provides liberally for the maintenance of the university itself, cuts off the source of supply of students, by refusing state moneys to support secondary institutions, so that every high school in the state, except those of Oakland and San Francisco, were closed, were treated upon at length.

"By such means," continued the reader, "the region remote from the bay, which in 1877 sent 50 per cent. of the pupils to the university, in 1881 sent but 5 per cent. This has been, of late, somewhat remedied by local pride, and the cities of Stockton, Sacramento, Alameda, and Berkeley have established high schools of the first order, from which pupils enter the university upon recommendation and without examination."

The author claimed that the constitution of the state should be revised, making the support of a free high school, aided by state funds, mandatory upon the part of every community having a sufficient population. The endowment of the university was shown to be about \$4,000,000, of which private individuals had contributed upwards of a million, and the state and federal government each about \$800,000. The state also provided by constitutional provision a tax of one cent upon each \$100 of property, which for the current year would increase the revenues of the university \$85,000, making a total quarterly income of \$300,000, which would be annually augmented by the increase in the tax valuation of the commonwealth.

The discussion was opened by W. T. Reid, of Belmont, who spoke of denominational schools, and thought the tendency toward narrowness and bigotry was being obliterated. He believed the great need in educational affairs was for more and better institutions for secondary instruction.

Rev. Dr. Benton followed. He gave a brief history of denominational educational work on the coast, and thought that all the evangelical denominations might unite for common educational instruction.

Other speakers were Dr. Atkinson of Portland, Oregon, who spoke of the higher instruction in that state, Dr. Stratton, of Mills College, and J. B. McChesney, of the Oakland high school, A. L. Cook, of Berkeley and Dr. Willey.

Dr. Stebbins then read a paper on

THE NEEDS AND PROSPECTS OF HIGHER INSTRUCTION ON THE PACIFIC COAST.

He said that the higher education was different in its

kind from the common education, and that it started from a center of its own and revolved in its own orbit. It might be found in the primary grades and be wholly missed in the high school or the university. He considered that higher education should be both scientific and literary, and that one without the other was but half of an education. He claimed that the question of the higher education was an economic one, both practical and ideal, and quoted the saying of the farmer, who being asked to give his son a college education first assented and then revoked his consent on the plea that "John might die and then the education would be lost."

Dr. Stratton then spoke at length on the so-called colleges and universities of the state, and scored the paper on "The History of Higher Education on the Coast," claiming that it was an excellent history of the state university, but not a history of higher education in California; that it was intense and narrow, and did not do the lesser institutions justice.

A. L. Cook read a paper on

THE RELATION BETWEEN THE UNIVERSITY AND THE FREE HIGH SCHOOL.

J. B. McChesney, of the Oakland high school, followed.

The following are the officers of the department for the coming year: Dr. S. H. Peabody, of the University of Illinois, president; George H. Howison, of the University of California, vice-president; T. H. McBride, of the University of Iowa, secretary.

NORMAL SCHOOLS.

THE NORMAL SCHOOL PROBLEM.

By Prof. S. S. Parr, of Indiana.

The paramount question in this connection was held to be the relationship of the normal school to academic training. All classes of pupils entering the normal school should be well prepared by a fair academic knowledge. The first normal schools in this country were experiments. Although half a century has elapsed since transplantation of the normal idea from Germany to America, the normal school here is still struggling to differentiate itself from the academic schools. In theory, the pupils entering normal schools in this country have a good academic preparation; but, in fact, the great number are sadly deficient in that line. The normal school of the future will have general and special methods, and will be purged of the flood of devices which properly belong to the art, and not to the science of education. In that halcyon day, of which the normal school gives promise and potency, purely academic work will be done where it belongs. The science and art will each receive its distinct recognition, thus insuring a tenfold increase in the use of the training school and tenfold more certain and systematic knowledge of what its real uses are.

THE SUBJECT MATTER THAT PROPERLY BELONGS TO A NORMAL SCHOOL.

By Cyrus W. Hodgkin, Earlham College, Ind.

He said such a knowledge of the nature, powers, and products of the mind should be taught as will enable the teacher in all the steps of the educating process to do the right thing, at the right time, and in the right way. The teacher should have such a knowledge of the history of education as will enable him to base his educational system on a correct theory of human destiny, and to avoid wasteful experiments in his work. These requirements the would-be teacher must obtain by observation and practice in a training school under the guidance of experienced and skillful instructors.

Dr. William T. Harris followed with an essay on what should be taught in the normal schools, and gave illustrations of the subject from his personal observations.

The discussion was continued by Lucy M. Washburne, of San Jose, Cal., who spoke at length of the fundamental principles that should be applied to the education of normal school teachers.

Dr. Joseph Baldwin, of Huntsville, Tex., read a paper on

THE DISTINCT WORK OF THE NORMAL SCHOOL,

which he stated to be "the education of teachers for their profession."

A general discussion then followed, and the audience were addressed by President Irwin Shepard, of Winona, Minn., Jerome Allen, of New York, Ira G. Hoitt, of San Francisco, and F. Louis Soldan, of St. Louis, Mo. M. A. Montgomery, of Alabama, closed the debate on this subject.

THE TRAINING SCHOOL AS AN ADJUNCT OF THE NORMAL SCHOOL.

by Principal Charles H. Allen, of San Jose, Cal.

This paper was one of the best presented to the department. The questions discussed were presented with great clearness and force, and the familiarity of Professor Allen with the subject shows his long experience with normal schools.

Miss Mary E. Nicholson, of Indianapolis, Ind., agreed with the writer in his views.

THE NEXT PAPER READ WAS ON THE SUBJECT OF THE RELATION OF THE NORMAL SCHOOL TO THE ACADEMIC SCHOOL.

by Thomas H. Kirk, of St. Paul, Minn. The writer took a pessimistic view of normal schools, and complained bitterly of their inefficiency. He said the schools were not carrying out the ideas for which they were designed. He criticised the course as being bad, and said it should be remodeled, until which time normal schools could not be successful adjuncts to the public schools. He quoted many statistics to enforce his conclusions.

The paper gave rise to considerable dissent, causing personalities which gave the meeting a quite lively and breezy character.

Professor George Farnham, of Neb., said the writer criticised too much, and suggested no remedies.

Dr. E. Oram Lyte, principal of the State Normal School of Pennsylvania, said that the conclusions of the writer did not hold good for the speaker's section of the country, and were not founded on fact.

Professor George Cooke, of Illinois, said if the conclusions of the essayist were true, every normal school should be buried forever.

The dissatisfaction with Professor Kirk's views became more serious when Professor Allen caustically called them "no true picture of a normal school, but a nonsensical conglomeration gathered from catalogues and untrue figures."

This criticism brought the author of the paper to his feet, where he defended himself in a sarcastic way which caused the white beards of some of his older colleagues to fairly quiver with anger. Several members jumped to their feet, but the chairman declared the debate ended, against their earnest protestations.

The following officers were elected for the ensuing year: president, Irwin Shepard, of Winona, Minn.; vice-president, Lucy M. Washburne, San Jose, Cal.; secretary, Ellen A. Williams, of Framingham, Mass.

SECONDARY INSTRUCTION.

The department was called to order by John Swett, of the Girls' High School, of San Francisco, who introduced Professor A. T. Nightingale, principal of the Lake View School, Chicago.

Professor Nightingale delivered an address, which was received with much enthusiasm by the teachers. He made a strong plea for higher education, claiming that the high school is the college of the poor, the leveler of all class distinction, the great manufactory of refinement, charity, and good will among all the people.

WHAT STUDY IN ENGLISH IS MOST DESIRABLE?

was the subject of a paper read by J. B. McChesney, of the Oakland high school.

The speaker considered specifically the studies most desirable in the secondary school. He showed first what preparation was necessary in English to enter the high schools, and then proceeded to show what should be done in the study of words, of sentences, and of the completed composition. He emphasized the importance of reading—that kind of reading in which the pupil both gained thought and knowledge.

Professor Cogswell, of Cambridge, opened the discussion. John Swett followed.

Miss Olive Adele Evers, of Minneapolis, read a paper on

RELATION OF THE HIGH SCHOOL TO THE TRAINING SCHOOL.

This paper evoked considerable discussion. Professor Swett thought that too much work was compressed in the three years' high school course. Professor Charles Parker, of Illinois, Principal Bray Kenyon, and others were of the opinion that the normal schools were insufficient for the training of good teachers, and believed in raising the standard of admission to those institutions.

The members next took part in an extemporaneous discussion of the subject,

THE DESIRABILITY OF A FOUR YEARS' COURSE IN HIGH SCHOOLS,

which called for some fine speeches on educational

topics. The prevailing sentiment seemed to be in favor of the establishment of a four years' course, without interfering with the grammar grades, as tending to turn out students equipped for life without the necessity of going to college.

The following resolution was then introduced by Professor Parker, and unanimously adopted:

Resolved, That it is the sense of the high school teachers, assembled in the secondary department of the National Educational Association at San Francisco, that it is of the greatest importance in the education of our youth that every effort should be made to secure a four years' course in all the high schools of the nation; that their graduates shall be better prepared for college, for the training schools for teachers of the profession, and for the duties of business life.

The following officers were then elected, and the session adjourned: president, A. F. Nightingale, Lake View high school, Chicago, Ill.; vice-president, Abram Brown, Columbus high school, Ohio; secretary, Miss Lizzie Martin, Indianapolis, Ind.

ELEMENTARY INSTRUCTION.

NORMAL TRAINING FOR TEACHERS IN ELEMENTARY SCHOOLS.

By Kate Newcomb Tupper, Portland, Or.

Miss Tupper made a strong and earnest plea in behalf of the necessity of special training for teachers who devote their lives to elementary instruction. She said that probably the reason so many teachers are opposed to this special training is because, simply, they have never had it themselves, and so come to think, in a narrow way, that it is not necessary. Those who look at the matter in its right and broadest sense must reach the conclusion that the teacher would be better suited for her work if preparatory training were possessed. She made a strong plea for special normal training. A successful teacher of children, she contended, must be a great student of childhood instead of a great student of any particular branch of learning. Those who do not possess this genius for teaching should undoubtedly have this special training. All wisdom and all experience indicate that this is the true view, and it is a narrow spirit which refuses to profit by the wisdom and experience of others. The best teachers are those who have a belief in the sacredness of the calling; a love of the work.

"Many see in their work as teachers," she said, "little but drudgery. Few teachers of our sex, if the truth must be spoken, have chosen their work lovingly in the first place. A majority have dropped into it by reason of life's disappointment. The gray creeps into the hair, the stoop into the shoulders. But let us shape our lives to the beatitude of drudgery, and give the little ones the benefit of soul sunshine as well as petty work. She who would be an angel in the school-room must have arisen on the wings of imagination in the glorious outer world. What childhood needs for development is contact with fully developed womanhood. The true teacher's measure is the true mother's measure. The genuine teacher should possess an enthusiastic professional spirit."

The speaker expressed herself as strongly opposed to excessive school supervision. She also stated that she had learned more in attending conventions, by hearing the private criticisms of women on penderous papers, than from the papers themselves, however valuable they were. Miss Tupper had the closest attention throughout, and was applauded heartily on closing.

President Brown delivered an address, in which he spoke of the debt teachers owe to Greek philosophy, and to the Greek researches of its students. A great deal was due to the Socratic method, whereby reasoning was reduced to a logical system. Plato, the disciple of Socrates, had carried forward the good work, and had proposed a method of practical reform in civil matters by which Americans to-day might take pattern. Another apostle of light had been Aristotle, the exponent of stoicism and epicureanism. The benefit of these classic thinkers to modern teachers was incalculable.

SCIENTIFIC METHODS IN TEACHING GEOGRAPHY.

By Corwin F. Palmer, Dresden, Ohio.

Mr. Palmer, said that, previous to Humboldt and Ritter, there was no system of learning geography aside from an aimless committing to memory of a lot of heterogeneous matter. As geography is an outdoor study, the teacher must be a close student of outdoor life. Geography is not dry. If it seems so to the child, the inference naturally arises that the teacher is dry. It is more important to know why a city is populous than to know its population; to know what makes a river long than to know its length. The first attention of the child should

be attracted toward the products and peculiarities near at home. Then he will be prepared to understand and generalize on matters at a distance. We should teach less the farther away from home we go. The textbook is a too important factor in our schools. Pictures should be cut from illustrated papers and are very useful in teaching. Photographs are also valuable. The teacher who has traveled some will be better able to teach than one who has not. No American boy or girl should be allowed to leave school until he or she has a comprehensive idea of his or her own country."

The discussion upon this subject announced to follow, and to be opened by Superintendent W. M. Friesner, of Los Angeles, was opened instead by O. T. Corson, of Ohio, in the absence of the gentleman from Los Angeles. Mr. Corson heartily approved the sentiments of the paper read by Mr. Palmer, and spoke of the foolishness of many of the methods of teaching, and also of examination. He mentioned one incident where a gentleman entered a school-room and made an examination, in which he asked a pupil to bound a country in Asia. The boy did it; but the examiner was forced to look upon the atlas to see if he did it correctly. Another country was named for another scholar to bound, and the teacher himself was compelled to look upon the atlas to see if the scholar was correct. "I knew a model teacher once," continued Mr. Corson, "who in teaching geography took her scholars to brooks, to rivers, to mountains, to the mounds, which are so numerous in Ohio, and talked to them, and read to them and made them acquainted with their subjects. She had told them a great deal of the Rocky Mountains. On examination day one little girl was asked about mountains, when she arose and, with closed eyes, said: 'I can see those Rocky Mountains, they are so natural and familiar to me.'"

O. T. Corson, of Ohio, spoke briefly, criticizing the methods in vogue and advocated a scientific treatment of the subject.

Professor W. H. Galbraith, of California, spoke in a similar strain, and said that with one of his classes, when he first had his attention attracted to this method, he also studied the foothills, the mountains, the water-courses and the conditions of life thereon and therein, and explained and elucidated to his pupils, who made a great success with that method of study.

METHODS OF TEACHING PRIMARY ARITHMETIC.

By F. B. Ginn, of Oakland.

The speaker stated that in 1884 there were 11,000,000 children of school age in the United States, and that at present there were 12,000,000, and that of these children's lives, on an average, two years each were devoted to the study of arithmetic. He believed the subject an important one, but thought the usual method of instruction barren and that much might be more easily accomplished by another system of teaching. A practical illustration of the method adopted by the speaker was then given, with examples on the blackboard. The teachers were convened as a class and put through a course of arithmetical training.

"The nucleus of arithmetical normal training," said the speaker, "lies in learning the two numbers, out of which the whole is made, and the forty-five possible combinations of numbers."

The novel method illustrated was warmly applauded.

METHODS.

By James G. Kennedy, of San Francisco.

"There never has been a thought in this which has not been developed by contact with physical matter. When the child is born the mind is undeveloped, and that mind is developed by contact with the world. Too many teachers crowd the child so much that they furnish the thought to the child instead of inducing him to think. The first step in reading is not to imitate the teacher in his reading, but to get a style of the child's own and thus become a good and independent reader. You group words to evolve a thought. The thought depends on how you group them. Grouped differently, entirely different thoughts are expressed."

At the conclusion of Mr. Kennedy's paper a spirited discussion took place.

Mrs. L. A. Walker, of Oakland, gave an exhibition with her receiving class in the Tonic-Sol-fa methods, which elicited frequent applause.

The following officers were elected for the ensuing year: president, Joseph O'Connor, San Francisco; first vice-president, Betty Dutton, Cleveland, O.; second vice-president, J. M. Dewberry, Montgomery, Ala.; secretary, R. K. Buehrle, Lancaster, Pa.

INDUSTRIAL EDUCATION.

SOME LIMITATIONS IN INDUSTRIAL TRAINING.

By Professor George T. Fairchild, Manhattan, Kan.

"A firm friend of industrial training must look at the cons as well as the pros. Certain limitations are to be accepted as arising from the nature of the one to be trained, and from the circumstances under which he is trained."

The first are both psychological and physiological and require constant study of human nature in youth to appreciate them fairly. First—The work of manual training has to be graded as carefully to powers of perception, comprehension, and generalization, as any other instruction, or it becomes imitation. The embodiment of a thought requires an exhibition of the thought first. Second—The progress is limited more evidently by individual peculiarities, and therefore classification is more difficult. Third—The different parts of the work must be often enough repeated to produce habit in the muscular system or there is no training. Hence the ground traversed is limited and a few details only are mastered. Fourth—These details must be such as have a multitude of applications or education is subjected to training for a trade at too early a stage of development. Fifth—The relation of these details to correct thinking must be evident or they degenerate into play."

The paper was discussed by Dr. C. M. Woodward, of Washington University, St. Louis, Mr. Z. Richards, of Washington City, and Professor John M. Ordway, of Tulane University, New Orleans.

Zalmon Richards, of Washington, D. C., read a paper on

THE RELATION OF INDUSTRIAL TO INTELLECTUAL AND MORAL TRAINING IN OUR PUBLIC SCHOOLS.

The aim of the paper was to prove the necessity of moral and industrial training in company with intellectual training, and to suggest such means as the writer deemed advisable to conduct industrial training.

The great object of the present life is education. It is the duty of the state to furnish such means in the system of her education as will produce the best citizens. The welfare of the state makes it imperative that as much attention should be paid to industrial and moral training as to intellectual training.

All children should be made acquainted with the names connected with the common employments. They should have some practical knowledge of these same common employments, and should also be taught the connection existing between capital and labor. The pupils who most need this industrial training are the ones to whom such training is denied, it being only obtainable in the higher institutions of learning. The tendencies of the time indicate that the time is not so far distant when the states will provide industrial schools for both sexes.

A paper on

THE EDUCATIONAL POWER AND UTILITY OF INDUSTRIAL EDUCATION AND MANUAL TRAINING IN OUR GRAMMAR SCHOOLS

was read by T. O. Crawford, of Oakland, Cal. The paper opened with the description of the development of an acorn placed in the soil, to illustrate the writer's conception of the term "Education." He afterward embodied his illustration in the definition that "Education is the unfolding of infolded life." The reason why pupils in the grammar grades, the paper said, are not so eager to construct articles as those of lower grades is because that tendency has been crushed under the juggernaut of repression. Boys in the country attending school but half the time city boys do, still have more real knowledge. This is owing to their increased facilities of observation; thus in a measure proving the necessity of manual training in the public schools.

A DEFENSE OF MANUAL TRAINING.

By Miss Josephine Locke, of St. Louis, Mo.

Miss Locke defended the manual-training schools and the kindergarten. She believed from what she alleged to be a fact, that all of the Hebrews teach their children trades. Moses must have attended a manual training school. Christ was for years at the carpenter's bench. It is the mission of Americans to emancipate manual training from the thralldom of slave labor. [Applause.] Our ideas are now ahead of our ability to execute. We must learn to do, as well as to criticize.

Dr. Thompson, of Indiana, continued the discussion. He believed in both the science and the art side of education.

President Fairchild, of Kansas, believed that education must be general. Superintendent Buehrle, of Lancaster, Penn., presented a paper on

THE POPULAR CRAZE

for practical education. Our very nature is to a large

extent of the earth earthy; hence the demands of the body are likely to prevail, but there are inequalities in practical education, some of which are the facts that the possession of material wealth is inimical to creative ability in art or to moral power in life; that man's bodily structure proclaims the superiority of the mental over the physical; that his happiness depends not on the abundance of the things that he hath, but on what he is; that man's education should lead not only to creation but also to preservation; that the great problems still remaining and now pressing for solution are social and moral, viz.: marriage, amusements, art, literature. There are also political problems: the distribution of capital; the abolition of monopoly; political freedom; personal liberty.

NOTE.—We regret that the report of this section is unavoidably incomplete.

THE KINDERGARTEN.

THE EDUCATIONAL VALUE OF THE BEAUTIFUL.

By Nathan C. Schaeffer. Mr. Schaeffer in his paper said:

"All beauty is a species of expression. Expression begets and clarifies thought. The contemplation of a beautiful object lifts the soul to higher planes of thought and enjoyment. The occupations of the kindergarten make the child an incipient artist and lay the foundation for esthetic culture in all directions. Beauty may be enlisted in the service of sin, and thus help to enervate our whole being; when rightly employed it expands the intellect, elevates the soul, and gives strength to character. When beauty passes over into the sublime, especially in the form of tragedy, it inspires to noble deeds and great achievements. 'There is but a step from the sublime to the ludicrous.' The comic acts as a safety-valve to let off our discontent with the ills and contradictions of life. It serves to correct many foibles in the conduct of young people. When abused it may destroy a teacher's influence. Hence it should be used with care and skill. The beautiful in its three great forms is needed to secure the harmonious development of child-life."

AN IDEAL TRAINING-SCHOOL FOR KINDERGARTNERS.

By C. H. McGrew.—He presented an interesting plan for such an institution, which in substance was that it should be divided into two departments—a developing or model school, for the harmonious education of children, observation and practice teaching; and the professional instructions and training. The developing school should look toward a close study of child nature, the unfolding of its powers and growing capacity, teaching it to observe, think, and express its thoughts, etc. The other department, the professional instruction is of the greatest importance. The greatest of care should be taken in fitting teachers for this work. In personal qualifications it should be expected, as far as possible, a sound mind in a sound body, and a well-balanced nature; above all, a good cheerful heart, an expressive face and a genuine love and sympathy for childhood. The courses to be gone through should include at least two years' work. At certain hours of the day the model school should be open for observation and practice teaching by the students, under the supervision of the training teachers. Many other valuable suggestions were made.

In discussing Mr. McGrew's paper Mrs. C. W. Dohrmann, of Stockton, Cal., took the ground that education is the development of the better activities of human beings. The kindergarten system is the only system by which proper child education may be carried on. The growth of kindergartens is phenomenal. San Francisco has a fine system. She thought it a very great mistake to stop kindergarten instruction because a child is large enough to attend other schools. The prevalent idea; that the practicability of the kindergarten idea is limited to very young pupils, is the only thing which has prevented its universal adoption in the schools. The San Francisco school board has shown superior wisdom in incorporating the system into that of the public schools.

Mrs. Kate Wiggin said: "God has put his mark of approval on woman's work in kindergartens. Men often worry lest women become strong-minded. I wonder whether they are ever worried lest women become too weak-minded. Kindergarten work makes better women. Some fear the kindergarten teachers may marry and give up their new accomplishments. I trust they will marry, and that man is stupid who passes them by. If there is not a school to train boys in, within fifty years none of them will be good enough for our girls."

Mrs. Wiggin was followed by Miss Kate McCulloch, of St. Louis, who made a spirited extempore speech. She said: "Every exhibit sent as a greeting from St. Louis is by the children. The ideal kindergarten I have found at San Francisco."

Mrs. Cooper followed and thanked Miss McCulloch for her greeting. She was loudly applauded.

The Fröbel hymn was rendered in a pleasing manner

by the audience, with piano accompaniment by Mrs. Kate Wiggin.

Mrs. Wiggin's class of young ladies sang "The Cradle Song," and "The Sailor Boy." The audience seemed greatly pleased and manifested appreciation of the singing.

The Pundita Ramabai was introduced by Mrs. Cooper. She came forward amid applause and made a brief but spirited speech on her favorite scheme of educating Hindoo women. She said that women in India have learned to like ignorance and slavery. From kindergartens she learned how to touch the hearts of Hindoo mothers, and win them to the plan of education. Missionaries who go to India should study the kindergarten system, and not look upon it as mere play.

Dr. W. T. Harris, of Concord, Mass., delivered an address on "The Relation of the Kindergarten to the Public Schools." The gentleman's remarks were listened to with marked attention, and when he had concluded he was the recipient of a louder outburst of applause than is often heard in a meeting-room.

He said that the kindergarten is and should be a vital part of the public school system, because it can take children before they are able to go to school, and teaches them useful lessons of culture that will always remain by them. They also learn things that will help them materially when they enter the public schools. He thought that crime would be on the decrease when children of poor and ignorant parents would be taken into a kindergarten with children of more cultured parents, where they could have the benefits of good influence. He paid a high tribute to the work of the St. Louis kindergartens.

The election of officers resulted in the choice of W. E. Sheldon, of Boston, Mass., as president, Miss M. McCulloch, of St. Louis, Mo., as vice-president, and Mrs. Kate D. Wiggin, of San Francisco, Cal., as secretary.

ART EDUCATION.

FREE INDUSTRIAL DRAWING IN EVENING SCHOOLS.

By Geo. H. Bartlett, of Boston. He said:

"A large amount of attention is being paid at present to the illiteracy prevalent in many of our large cities. The only way that I can see to do away with this evil is to erect evening schools at which the people can learn the higher branches of any art they may have a passion for. The need of many of these evening schools, such as the free industrial evening drawing schools of Boston, is daily becoming more felt. The proposition that the schools would prove failures, because the men and women would not care to acknowledge their ignorance by attending them, would not hold good, because in Boston, where they are established, the working people never miss a lesson after they have entered the school until they have completed their course. I can testify to the wonderful benefits derived by the pupils in the Boston schools. Many of the pupils, who formerly earned their bread by the sweat of their brows in the mills, are now filling excellent positions where a knowledge of drawing is absolutely necessary."

The discussion which followed was participated in by Superintendent Jones, of Erie, Pa., Henry T. Bailey, of Massachusetts, Albert H. Munsell, of Paris, France, L. S. Thompson, of Indiana, and Josephine Locke, of Missouri.

THE IMPORTANCE OF HIGH AIM IN THE TEACHING OF DRAWING.

By Albert H. Munsell, L'Ecole des Beaux Arts, Paris. He said:

"The clock-like regularity of the teacher's duties and the monotonous character of his or her existence are elements which threaten the mental health. New thoughts must refresh and higher aims stimulate our efforts or we shall become time-servers unworthy to be called educators, a hindrance rather than a help in the national growth. The office of the teacher is to make the pupil better than his parents and to improve the race mentally, morally, and physically. In order to do this we must be sincere for the pupil reads his teacher unerringly, despite all pose and protestation. Religious feeling must be cherished or we lose the power which reared the Parthenon and decorated the chapel of the Vatican. The public school being the chief factor in any broadspread taste for art, we should strive to remove all narrowness and envy, and aim at a large treatment of the subject of drawing, which shall make it a source of inspiration to every mind in whatever line of effort the future may determine."

IS THE EDUCATIONAL VALUE OF THE CONSTRUCTION OF OBJECTS IN THE PUBLIC SCHOOLS OVERESTIMATED?

By L. S. Thompson, Lafayette, Ind. Among other things he said:

"If this question is asked with reference to the whole country, we should say, 'No,' because not one school in twenty values the construction of objects at all. If asked with reference to a few enthusiastic advocates, we should say, 'Yes,' because we do not believe it is to be anything like a panacea for our present defects. The chief value of school exercise is to stimulate thought and feeling, and in such a manner as to leave a lasting effect. Ultimate ends, such as the formation of character, must be kept in view by the teacher. That person is the best teacher who learns how to convert for distant ends into the immediate aims of the pupil."

HISTORIC ORNAMENT AND DESIGN IN OUR PUBLIC SCHOOLS.

By Henry T. Bailey, of Mass.

He said: "To insure success in teaching any subject we must first be persuaded of its importance, then we must have a definite plan of attack, and we must keep the desired end in view from the outset. The study of historic ornament and design is of great value in training the pupil's heart, head, and hand, and a knowledge of these subjects will enrich and gladden all his after life. Examples of historic ornament should not be merely copied by the pupil, they should be analyzed and compared. In the high school, historic ornament may be studied in connection with architectural drawing and color. The grammar school course should aim to acquaint the pupils with principles of design, and the high school course should teach the proper application of these principles in applied design. It is far better to make one practical applied design in a year, than to produce a dozen which can be applied with success to nothing but the waste-basket."

At one time during the meeting of this department, President Bartlett and about seventy-five devotees of the brush, and palette marched slowly down the south side of the art gallery, on the wall of which hung several hundred specimens of the students' work. President Bartlett pointed out the meritorious portions of the specimens, and explained the good points. The most interesting portion of this exhibit was class B, which contained designs for different machines and models, from the Industrial Evening Drawing School, Boston.

The officers of this section for the coming year, are Langdon S. Thompson for president, T. J. Richardson for vice-president, and Miss M. Louise Field for secretary.

MUSIC.

THE TONIC SOL-FA SYSTEM.

S. McBurney, of San Francisco, illustrated his method of teaching the Tonic Sol-fa system in a highly interesting manner. He claimed that twice the results in one-half the time could be obtained from the use of this method over the old notation.

Something of humor was developed in the audience when he compared "do" to the stern father of a family, "la" to a sad mother, "sol!" as the bright brother, "me" as a sweet sister, and further illustrated his method of teaching children by a chant, in which the notes of the scale were associated with birds of various kinds and in various positions. A class of nine little girls, pupils of the grade teachers in the public schools of the city, then came forward, and under the guidance of Mr. McBurney sang very creditably, using the Tonic Sol-fa system.

The instructor then spoke of the four leading features in music, tone character, relative pitch, duration or relative length of note, and accent. He said that the musical condition of this country was deplorable, that it was where Scotland was thirty years ago, before the new notation came into vogue, and stated that he would illustrate the new method in its first three stages the next day at 10 o'clock, and the fourth and fifth stages on Friday at the same hour.

A WARM TIME IN WHICH TONIC-SOL-FA COMES OUT AHEAD.

H. L. Griggs, of Denver, vice-president of the department, thought that he had not seen anything from the class exhibited, that could not be done in less time by the notation system. He characterized the performance as "a very poor exhibition," and considered the system, as a method of instruction, palpably behind the old way.

Mr. Ruggles agreed with the last speaker, and "thought less of the Tonic Sol-fa system than ever before." He said there was nothing good in the system that was not used in the old methods. Mr. Hayward, of New York, followed in the same tenor, referring to an experience of twenty years.

D. Lambert, of the Lincoln school, San Francisco, took up the cudgel in defense of the system, and in a vigorous speech "resented the slurs just cast upon Professor McBurney and his class," and said he "never yet had seen a class taught by the old method that could read at sight the most ordinary score." This remark drew out suppressed exclamations of surprise from all over the audience. The discussion then waxed warm, until the president rose and closed it with a few judicious remarks.

Although Mr. McBurney explained that he had been disappointed in getting the class which he expected, on account of the vacation, most of the audience seemed to think that the tests given were well executed, as each was received with hearty applause. The chief exercises were singing in two parts, as Mr. McBurney pointed out the modulator, including transition to the dominant and sub-dominant; also, singing accidentals, the altered

notes of the melodic minor and extreme modulations of 2, 8, and 4 removes as from C to D, E to E minor, G major, G minor, B flat, D major, etc. These changes were sung with good appreciation of the tonality, and obtained well-deserved applause.

A pretty lively discussion followed, in which Mr. Ruggles, Mr. Griggs of Denver, and others, claimed that equally good results could be obtained from the ordinary notation. On the other hand, Mr. Lambert, vice-principal of the Lincoln Grammar School, said that with one exception he had never found any sight-singing worthy of the name in California schools. In replying, Mr. McBurney stated that he appealed to experience, and mentioned that he had just received a telegram from Chicago, which stated that at the Music Teachers' Association, a class prepared by Mr. Blackman, a strong opponent of Sol-fa, attempted only two of the sight tests written by Dr. Root, and then gave up, while the Tonic Sol-fa class of Mr. Robertshaw, sang the five tests triumphantly. At the Dublin normal schools, some time ago, a similar test was held before Sir Robert Stewart, professor of music at Trinity College, when the staff notation class on Hullah's system declined making any public exhibition, while the Tonic Sol-fa class not only sang from Sol-fa, but from the staff as well.

Following the discussion on the above topic, was a paper by Mrs. M. E. Brand, of Madison, Wis., being a narration of various helpful things she had learned in her experience in teaching music. At its close the author was gratified by seeing professors and teachers of music from all parts of the country rise and say, with unanimity of opinion almost, that it was the best paper they had ever heard presented before a musical convention. Following closely upon the debate about the Tonic Sol-fa method, it was like oil upon water in mollifying matters.

SHOULD MUSIC INSTRUCTION IN PUBLIC SCHOOLS BE REQUIRED BY STATUTE LAW.

By Dr. T. J. Morgan, of Providence.

Arguments were adduced to prove that music was a necessary part of education; that it not only belonged to the esthetic side of man's life, but was an important factor in the cultivation of attention, judgment, discrimination, imitation, etc., as well as a help to physical and moral improvement; that in the great experiments this nation was making of blending together all the nationalities of the round world, music would prove a more potent solvent in removing tribal differences, and welding opposing factions into one than mathematics, geography, or all the sciences; and that, as a means of supplying man's highest religious feelings with a vehicle for expression, nothing could take the place of the divine art. It was, therefore, imperative that it should be taught in our schools. On inquiry it was found that four states were moving in this direction, but it was rather a surprise when Mr. Elwood stated that California was in the van, as it is the only state where the law says, "Music shall be taught in all schools."

A LESSON ON THE HORSE.

I. INTRODUCTION. A domestic animal. Compare domestic and wild. In form, beauty, strength, and speed it is unsurpassed. All it has is at man's disposal. It is man's servant.

II. STRUCTURAL ADAPTATIONS.

1. *Skin.* Most animals that are used for burdens have thick skins. Thin skins would be soon worn by friction.
2. *Hair.* Easily cleaned. If the hair were rough what would combing be? A painful operation. Elicit that exertion produces heat. A horse is often seen to sweat; infer that fur or wool would not be so suitable as hair.
3. *Manc.* Beautiful, adds to the horse's appearance. Compare with hair on our own heads.

4. *Tail.* Long. What is the horse seen to do with it? Knock flies away from its side.

5. *Feet.* What does it wear on its hoof? How are these put on? The hoof has no nerves, therefore the horse has no pain from this. Point out the weight of the body, refer to its rapid movements,—the whole weight of its body coming down on its legs and feet. How is the shock broken? How is it that the bones do not break. Describe the beautiful contrivance by means of which it is preserved from injury.

6. *Teeth.* What does it eat? Where does it obtain its food? What sort of teeth has it?

III. HABITS AND USES.

Used for riding and driving, and to draw heavy burdens. The horse is intelligent; it knows his master. It obeys the word of command. It can be taught.

It is careful. It picks its way through a crowded street. It goes cautiously by strange objects. It has been known to lift a child off the road and put it on the walk.

THINGS OF TO-DAY.

A statue of Gen. G. K. Warren was unveiled at Gettysburg. [What part did Gen. Warren take in the battle of Gettysburg?]

A company will construct a telegraph and telephone line from Chili to New York City. [Show some of the benefits to be derived from telegraphic communication with South America. Through what countries will this line pass if constructed along the west coast of South America?]

A riot took place in Paris at the funeral of Gen. Eader, the ex-Communist. [What is Communism? What part has it played in the history of Paris?]

Large numbers of Mormons are settling in Northwest Canada [Who are the Mormons? In what territory are they found in large numbers? What is their attitude toward the U. S. government? Why are they removing to Canada?]

The President has authorized Congress to invite the nations of this hemisphere to a conference next year. [What nations would take part in such a conference? Which are republics? Which are the most powerful? What nation abolished slavery recently?]

An ocean cable will be laid between Canada and Australia. [To what empire are these countries subject? After this line is completed, how could a telegraphic message be sent from Melbourne to Liverpool?]

The question of the annexation of Canada is again agitated. [How would the annexation settle the fisheries dispute? What other effect would it have on business?]

The bill appropriating \$30,000 for the erection of a battle monument at Princeton, New Jersey, has been favorably reported in the Senate. [What was the result of the battle of Princeton? What effect did it have on the patriots' cause?]

A Congressional committee is investigating matters relating to immigration. [What classes of immigrants (it is claimed) should be excluded? Why?]

FACT AND RUMOR.

A railroad is being built from Siam to Southwestern China. [What has been the attitude of the Chinese government towards such enterprises? Why? Why this new departure?]

Mr. Spurgeon has recently borne loving testimony to the influence which his mother had in shaping his character and life. What can you say about Mr. Spurgeon's work?]

Yale College has conferred upon Mark Twain the degree of aster of Arts. [For what is he famous? Name some of his works.]

The corner-stone of the statue of Robert Burns, a gift to the city by the late Mary McPherson, was laid in Albany. [Give some facts of Burns' life. What lessons do they teach? Why are his works popular the world over?]

The Suez canal shares which Lord Beaconsfield's government purchased for four million sterling have now a value of nine million. [What waters does this canal connect? Why is it a great benefit to commerce?]

The India office in London will publish a catalogue of Sanscrit manuscripts in the library of the office.

M. Grevy, late president of the French republic, is writing his memoirs, which will comprise events which happened in France between 1848 and 1888. [What were the circumstances attending his retirement from the presidency?]

While Australia is complaining of rabbits, Russia is invaded by the marmots. In certain provinces in Odessa it has been proposed to try Pasteur's system of inoculating them with chicken-cholera, but the administrative authorities have not given the scheme their approval. [Why is it thought desirable to exterminate these animals? Who is Pasteur?]

In Germany, when the thermometer rises to seventy-seven degrees Fahrenheit in the shade, at ten o'clock in the morning, a holiday is proclaimed to the pupils until afternoon.

Don't wait till your system is all run down, but take Hood's Sarsaparilla now. Sold by all druggists.

EDUCATIONAL NOTES.

CALIFORNIA.

At the meeting of the school trustees of Pasadena, the following appointments were made:

E. T. Pierce, superintendent; Herbert Pinckney, principal of Wilson school; A. L. Hamilton, principal of California school; B. V. Garwood, principal of Washington school; C. W. Hodson, principal Colorado school.

Superintendent Pierce has been in attendance at the National Convention. He will soon enter upon his sixth year of successful work.

COLORADO.

Prof. Lee Champion, of Coal Creek, Fremont county, will next year direct the work at Salida, Chaffee county. Salida is one of the pleasantest as well as one of the most important points in the state, and Champion will find full scope for his powers of organization. He is the right man.

Miss Belle Minor continues in charge of Canon City. She is an able organizer, and a first-class instructor. The board will spend this year about \$15,000 in buildings. There is no better town in the state.

The board of education of the Presbyterian church has recently appropriated \$7,500 to complete their college buildings at Del Norte.

Colorado College has secured a new president (name not at hand) and has a bright outlook. It is a grand institution in a charming location.

Howard.

J. H. FREEMAN.

IOWA.

Upper Iowa University, Dr. J. W. Bissell, president, had an attendance of four hundred and forty students last year.

C. H. Guernsey leaves Shenandoah and goes to Marengo.

A. C. Hart leaves Knoxville and goes to Franklin Academy, Nebraska.

G. W. Samson remains at Belle Plaine.

Supt. Robbins remains at Lyons.

I. N. Beard goes from Prairie City to Greenfield. D. M. Kelly succeeds him at the former place.

Newton retains Dan Miller.

Simpson College at Indianola is erecting two large buildings.

Cedar Falls.

W. N. HULL.

MISSOURI.

Dr. Richardson has again been re-elected superintendent of the Sedall schools. The board and the people are unanimous and hearty in their approval of his work.

The synods of the Cumberland Presbyterian churches of Missouri, Kansas, Nebraska, and Colorado, have located their new college at Marshall. This city gives a bonus of \$162,000 to secure it; \$100,000 will be put into endowment and \$50,000 into buildings.

Supt. J. M. White has been re-elected at Carthage and his salary raised.

Supt. E. H. Long has been re-elected in St. Louis for a term of three years.

W. H. Lynch has been re-elected at Mt. Grove.

Hannibal.

H. K. WARREN.

NEW YORK.

County Institutes.

Sept. 17, Johnstown, I. H. Stout, Conductor, J. B. Thynes, Johnstown, Asst. Conductor. Sept. 17, Hunter, C. T. Barnes, Conductor, E. R. Parsons, Hunter, Asst. Conductor. Sept. 17, Canajoharie, S. H. Albro, Conductor, H. K. Salisbury, Fort Plain, Asst. Conductor. Sept. 17, Central Square, H. R. Sanford, Conductor, T. D. Blye, Central Square, Asst. Conductor. Sept. 24, New Paltz, H. R. Sanford, Conductor, G. Terwilliger, High Falls, Asst. Conductor. Sept. 24, Warsaw, S. H. Albro, Conductor, C. H. Foster, Warsaw, Asst. Conductor. Sept. 24, Canandaigua, I. H. Stout, Conductor, A. C. Aldridge, Victor, Asst. Conductor. Sept. 24, Greene county, C. T. Barnes, Conductor, N. Sweet, New Baltimore, Asst. Conductor. Sept. 24, Angelica, D. D. Dickson, Angelica, Asst. Conductor.

NEW HAMPSHIRE.

Miss Aldrich, of the graduating class of Colby Academy, is to sail this fall for Aracan, Burmah, where she will engage in missionary work.

The following are new trustees of Colby Academy; Rev. G. W. Gardner, D.D., of New London; Rev. W. C. McAllister, of Manchester, F. C. Dow, of Manchester, T. E. Balch, of Wakefield, Mass.

We learn that the proposed endowment of \$50,000, of which Mr. Colgate of New York offered one-half on condition of the assurance of the rest, will become a fact. The academy library is to receive an increase of volumes. The enlarged curriculum of study begun last year will be continued.

Harold North Fowler, Ph.D., succeeds Prof. Kittredge as instructor in Latin at Phillips Exeter Academy. Since graduating from Harvard in 1880, he has studied at Johns Hopkins University, and in the American Classical School at Athens.

Mr. Henry O. Aiken, of Amherst, has been appointed teacher of the classics in St. Luke's School, Bustleton, Philadelphia. School term begins the middle of September, and closes the middle of June, with Christmas and Easter recesses.

Mrs. Mary J. Fife, for 20 years a teacher in the Lincoln street school at Manchester, died recently.

ONTARIO.

The public school board of Ottawa has followed the example of Toronto in grading and fixing the salaries of all its teachers according to class of certificate and length of service. Women holding second-class certificates begin at \$300 and increase \$24 a year up to \$420. First-class certificates range from \$432 to \$648. Assistant masters with second-class commence at \$540 and go up to \$600. Assistants holding first-class certificates range from \$600 to \$780. Principals get \$804 for the first year, and \$1,200 for the twelfth and subsequent years of service.

Pictou high school has made large additions to its library and scientific apparatus. It has four teachers and one hundred and fifty students.

Napanee high school, under its able principal, Mr. Fessenden, has completely outgrown its present abode. A fine new building is in course of erection, at a cost of about \$12,000.

Nearly four hundred undergraduates, of whom about thirty are women, passed the various examinations of the four years' arts course at Toronto University. The degree of B. A. was conferred on eighty-five, of whom four were women. Several ladies secured the highest honors of their departments. In moderns they are hard to beat.

Dr. Daniel Wilson, the veteran educationist, principal of University College, Toronto, has declined the honor of knighthood offered him by the imperial government. Dr. Wilson considers his present title more honorable than that of knighthood.

Prof. Brown, who has filled the chair of agriculture very ably for the past eight years in Guelph Agricultural College, has resigned his professorship, and started for Australia to engage in similar work.

SOUTH CAROLINA.

Greenville has levied a local supplementary school tax of one and a quarter mills for the coming school year. This is an increase of a quarter of a mill. The tax was unanimously voted. T. C. Gower, Dr. J. F. Dorroh, P. T. Hayne, Prof. H. T. Cook, Dr. E. F. S. Rowley, and A. H. Cureton, were elected a school board for the next two years. These gentlemen constituted the old board, except Mr. Cureton who was chosen in the place of S. S. Thompson, (colored).

Spartanburg has levied a school tax of two mills. This is an increase of one mill. A new school board was elected. It consists of Dr. W. T. Russell, M. Carlsen, S. B. Ezell, J. K. Jennings, and H. E. Ravenel. The city will soon vote on a proposition to issue \$12,000 worth of bonds to build a school-house. It is estimated that three-fourths of the votes will be in favor of the measure.

Greenville's two new brick school-houses are under contract and being built. Under the contracts the houses are to be ready for use by the middle of September.

J. C. Cork has done good work at Ninety-six. The people of that thriving town propose to build a new school-house to cost, \$1,500 or \$2,000.

Fairfield county had a normal institute at Wimsboro, at which the veteran schoolmaster, W. H. Witherow, Wimsboro, was principal. Dr. E. S. Joynes, South Carolina University, and Miss Annie Bonham, Columbia graded schools, were assistants.

Greenville, S. C.

Wm. S. MORRISON.

TENNESSEE.

Several public schools, which usually run about two months in the year, in this section, have begun work.

The Dancyville high school has called Mr. Nate Gibson of this place, who has just returned from Vanderbilt University, to fill its highest chair.

Mary Sharp College, Winchester, which has the honor of being the first really classical institution for girls in the United States, an institution that requires a mastery of Greek, Latin, and higher mathematics, before conferring the degree B. A.—has lost two of its professors; the vacancies have been filled. This section of the state is discussing the propriety of abolishing the office of county superintendent, throwing his work into the hands of the district directors.

Stanton Depot.

W. D. POWELL.

VERMONT.

Ellsworth Johnson, a teacher of recognized ability and excellence, has been elected principal of the Springfield graded schools.

Mr. O. F. Davis, has resigned his position of principal of the Bellows Falls high school.

Hon. Levi P. Morton has given Middlebury College \$10,000.

The new school building for Black River Academy, at Ludlow, is fast approaching completion. It will not be ready for use during the fall term, but efforts will be made to get it ready by winter.

The commissioner appointed to investigate the school system, and recommend improvements, is hard at work, and an important report is expected soon. It then rests with the legislature to furnish means for improvement. "Will they do it?"

Perkinsville.

R. H. ALLBEE.

WISCONSIN.

The following changes have been made in the faculties of the state normal schools: Prof. A. A. Upham, of Westfield, Mass., has been appointed teacher of natural sciences, vice Prof. Stump; Miss Anna Cottrell, of Battle Creek, Michigan, teacher of English literature and language, vice Miss Whitaker; both appointments at Whitewater. Prof. C. G. Paine, a former principal of the Beloit high school, was chosen teacher of mathematics at River Falls to succeed Mrs. E. W. Watson.

Anthony Evans, of Oshkosh, son of the Rev. R. T. Evans, has decided to accept the call to the Greek professorship in Hamilton College, Clinton, N. Y., to which chair he was recently elected.

President Raymond, of Lawrence University, has decided to remain in his present position another year, notwithstanding the offer to allow his name to go before the board of trustees as a candidate for the presidency of Wellesley.

Col. Lingia Lomia, late professor in military science and tactics at the Wisconsin University, has been called by the government to take charge of special matters in New York harbor.

About fifty teachers from Milwaukee and vicinity attended the National Convention at San Francisco.

Prof. P. M. Bach, teacher of German in the Milwaukee schools, read a paper on "Reading Music at Sight, from Notes," before the National Teachers' Convention at San Francisco.

The regents of the state university, increased the law department appropriation from \$5,000 to \$11,000, established a deanship, increased the fees from \$75 to \$100, removed the law school to ladies' hall, and appointed Burr Jones, of Madison, to the faculty. They also established a chair of agricultural physics, with a salary of \$2,000.

Dr. H. Dörner, lately director of the German-English Academy of Milwaukee, has accepted an appointment as principal of the Thirteenth Ward primary school in that city.

St. Francis.

E. A. BELDA.

Teachers' Institutes.

Waukesha,	Aug. 20-27	Plymouth,	Aug. 27-Sept. 10
Chilton,	Aug. 20-27	Westfield,	Sept. 3-10
Bristol,	Aug. 20-27	Shawano,	Sept. 9-17
Bloomington,	Aug. 20-27	Spring Green,	Sept. 3-10
New Lisbon,	Aug. 20-27	Edgerton,	Sept. 3-10
Alma,	Aug. 20-27	Fifeield,	Sept. 10-17
Weyauwega,	Aug. 20-Sept. 3	Mount Sterling,	Sept. 10-17
Dodgeville,	Aug. 20-Sept. 3	Whitehall,	Sept. 10-17
Oshkosh,	Aug. 27-Sept. 3	Friendship,	Sept. 10-24
Merrill,	Aug. 27-Sept. 3	Rhineland,	Sept. 17-24
Elkhorn,	Aug. 27-Sept. 3	Cumberland,	Sept. 17-24
Union Grove,	Aug. 27-Sept. 3	Plover,	Sept. 24-Oct. 1
Richland Centre,	Aug. 27-Sept. 3	Wautoma,	Oct. 1-15
Tomah,	Aug. 27-Sept. 3	Ashland,	Oct. 18-22
Oscoda Mills,	Aug. 27-Sept. 3		

SEPTEMBER TREASURE-TROVE is being anxiously enquired for by all the teachers; because it contains so much that they are particularly interested in. The re-opening of the great two-hundred dollar prize offer to the pupils of the schools, is being eagerly looked forward to by the young writers; and the beginning of Mr. Charles R. Talbot's great story, "Tossed Overboard," is awaited with pleasing excitement by every reader.

Among the illustrated special articles which are bound to attract attention are: "The Bucking Horse," by P. Frenzeny, explaining the method of breaking in the wild Western mustangs, with six spirited drawings by the author; "A Dream Come True," an account of the new air ship; "A Lunny Boy," by Bertha Watson, with a fine portrait of Edison the inventor; and biographies of Margaret Fuller and Rev. Lyman Abbott, with portraits. There is the continuation of the "Strange Treasure Story" and a stirring short story by Julia K. Hildreth, entitled "The Sea-Mew's Feathers."

BOOK DEPARTMENT.

NEW BOOKS.

POPULAR PHYSICS. By J. Dorman Steele, Ph.D., F. G. S. A. S. Barnes & Co. New York and Chicago, 380 pp. \$1.00.

Shortly before his death, Dr. Steele passed his text-book in "Natural Philosophy" through a revision,—the outgrowth of that revision is seen in the present volume. The simplicity and thoroughness of the former work is continued in this, but the important advancement made in this branch of science in the past ten years entitled it to additional thought as well as much needed, new plates. The ten chapters composing the volume discuss, beyond the preliminary chapter, Motion and Force,—Attraction,—Elements of Machines,—Pressure of Liquids and Gases,—Sound,—Light,—Heat,—Magnetism and Electricity. At the close is an Appendix containing review questions, which cover the matter of the book, as well as introducing others, which are the result of observation and practical experience. This revision of an already popular text-book, claims it to be a model of scientific accuracy,—it includes the discoveries of recent times,—treats only topics of vital interest,—adopts the subject to the capacity of pupils,—contains instructive experiments aptly illustrated,—enlivens the subject with interesting foot-notes,—introduces problems and practical questions in connection with each chapter,—furnishes historical sketches of each branch of the subject,—appends to each chapter valuable summaries of facts, and provides a blackboard analysis as a preparation for the study of each division of the subject. This is a purely practical text-book on Physics,—the student applying the principles constantly; such a book leads in the procession of school literature.

MANUAL OF CHRISTIAN EVIDENCES. By George Park Fisher, D.D., LL.D. New York: Charles Scribner's Sons. 133 pp. 75 cents.

That conviction might be brought to doubting minds, and confidence to believing minds, Dr. Fisher, after much thought, prepared this volume as an aid. Upon examination it will be seen the book is better adapted for study than casual reading, and will call forth the best thought of the reader. It sets forth in connected form the principal topics of definition and proof, and as the hope of the world hangs upon its decision as to the relation of God to man, and man's connection with the life beyond death, it becomes a question of most profound interest, and a volume from the pen of so able a writer upon these subjects will be welcomed. This small volume by Dr. Fisher will be found of great value for two especial reasons, size and comprehensiveness. A small book upon a given subject being so much more available than a large and more elaborate one, many will study the subject that otherwise would not be disposed to undertake a large book. The eighteen chapters which compose this volume, are full of deep thought and satisfaction to the Christian mind, and furnish food for much thinking in the mind of an unbeliever. Dr. Fisher deals with proofs, arguments, and corroborative proofs.

MARTIN VAN BUREN. By Edward M. Shepard. Boston and New York: Houghton, Mifflin & Company. The Riverside Press, Cambridge. 404 pp. \$1.35.

The "American Statesmen Series," is full of intense interest, and this volume by Mr. Shepard seems unusually so, from the first page, where the author tells us that not long before the flames of our civil war broke out, Martin Van Buren could be seen on Wall or Nassau Street, leaning upon the arm of his son, a tall man, striking in appearance, the other at the time being a white-haired, bright old man, short, erect, and most kindly polite. The first chapter of the book shows American politics when Van Buren began; followed by his early years, professional life, election as Senator, as member of the Constitutional Convention, Governor, Secretary of State, Minister to England, Vice-President, President, his action on the slavery question, and many other points of special interest. His last years, character, and place in history, form the conclusion of the book. No reader and lover of American history, especially the political history of our country, can do better than study at his leisure, this volume of "American Statesmen."

LESSONS IN ENGLISH. Adapted to the study of American Classics. A Text-book for High Schools and Academies. By Sara E. Husted Lockwood. Boston: Ginn & Co., Publishers. 403 pp. \$1.25.

It is universally conceded, that the best teaching of English is that in which precept and example are most happily combined, and this volume, which is designed to be used in connection with supplementary reading, has for its aim the presentation, in a simple and attractive style, the essentials of good English, and at the same time develops a critical literary taste. In its plan it provides for a course in English, extending over the pupil's first year and a half in the high school. The lessons provided, include the most important facts concerning the history and elements of the language, common errors in the use of English, the study of words, rules for the construction of sentences, figures of speech, punctuation, letter-writing, composition, and biographical sketches of the seven authors, Irving, Bryant, Longfellow, Whittier, Hawthorne, Holmes, and Lowell. There are two special advantages in this volume. 1. Economy, as no other text-book in English includes so much. It is a rhetoric, handbook of composition, and an introduction to American literature. 2. Its practical character. It is the outgrowth of years of school-room experience, the plan has been tested and proved good, and by it the study of English is made exceedingly interesting and profitable.

THE SOCIAL INFLUENCE OF CHRISTIANITY. With Special Reference to Contemporary Problems. By David J. Hill, LL.D. Boston: Silver, Burdett & Co. 50 Bromfield Street. 231 pp., gilt. \$1.25.

This volume consists of eight lectures delivered before the Newton Theological Institution, in May, 1887, and present a clear and vigorous discussion of the great social, political, and economic questions of the day in the light of Christianity. The materials which compose the lectures are unique and scholarly, philosophical in their character, and the result of ten years' experience as a teacher of economics and sociology. This experience has enabled the author to grasp the issues of his subject in a truly scientific manner. The leading views regarding the nature of

society, both ancient and modern, are comprehensively stated, the central ideas of Christianity which the author carefully distinguishes from the church, are clearly defined, and their influence upon society historically studied. After this more general treatment, the social relation of Christianity, considered as the influence of Jesus Christ, is elaborated in a brief, clear, and conclusive manner, with reference to labor, wealth, marriage, education, legislation, and the repression of crime. No American book, perhaps, approaches so near being a complete outline of sociology from a prevailing ethical point of view. The volume must attract attention, on account of its great vigor. It should find a place in the library of every thoughtful student and reader.

THE STORY OF TURKEY. By Stanley Lane-Poole. Assisted by E. J. W. Gibb and Arthur Gilman. New York: G. P. Putnam's Sons. London: T. Fisher Unwin. 365 pp. \$1.50.

"The Story of the Nations," is a series of graphic historical studies, designed to present to the young the history of prominent nations. Eighteen have been brought into view already—Turkey being the nineteenth, and last. The author, in preparing this volume, acknowledges that he makes no pretensions to fill the gap which exists, with a live, literary history of Turkey,—all he attempts is to draw the main outlines of the history in bold strokes. He thinks the history of Turkey has yet to be written, and a capable Turkish scholar should undertake the work. In these pages clearness and brevity have been the main considerations, and, in a volume of this size, with a vast amount of material to utilize, that is all that can be done. The naval history of Turkey, which is a subject of peculiar interest, has been largely touched upon, because it is so closely interwoven with the exploits of the buccaneer, a volume which will appear later in the "Series." The book, however, is full of interest, the titles of the chapters themselves being sufficient to chain the attention. Among them is found, The King's Front,—Across the Hellespont,—Timur the Tartar,—Mohammed the Restorer,—The Fall of Constantinople,—Suleyman the Magnificent,—The Rule of the Vezirs,—Stamboul,—Ottoman Literature, and The Sick Man, 1813-1880. A well executed map of the Ottoman Empire, in the sixteenth century, is given, besides more than forty illustrations, which greatly add to the interest of the book. This "Series," prepared as it is by our best thinkers and writers upon the subject, will become, when complete a valuable library of national history.

MY STORY OF THE WAR. A Woman's Narrative of Four Years' Personal Experience. By Mary A. Livermore. Superbly Illustrated. Hartford, Conn.: A. D. Worthington & Co. 700 pp.

In this well bound, superbly illustrated volume, Mrs. Livermore, with her usual ease and fluency, has portrayed her four years' experience as nurse in the Union army, in relief work at home, in hospitals, camps, and at the front, during the war of the Rebellion. The lights and shadows of hospital life, and the sanitary service of the war are brought out in a life-like manner, taking the reader back to the sad days of the time that tried our land from shore to shore. No person, perhaps, in our country is better fitted to prepare a book of this character than Mrs. Livermore, as very few possess her spirit of irrepressibility and determination. The book is not a history, and makes no attempt at being such; it is, as its title indicates, a story,—and one full and running over with personal incidents,—items which tell, beyond the best prepared romance. The public ear has long ago been filled with the history of the great battles of the war, and the bravery of its great men and generals, but the more modest and retired life of the private has been overlooked, often. There is a world of thrilling and heroic deeds in the life of the soldier, experienced at that time, which will never be all told, but Mrs. Livermore's aim has been to tell a little of that story in this volume. The book is a large one, and beautifully illustrated. One feature of marked interest is the description of the battle-flags, which are colored and perfectly correct in all respects. For all young people, especially, this book will have a great charm.

IS PROTECTION A BENEFIT? A Plea for the Negative. By Edward Taylor, Chicago: A. C. McClurg & Co. 117-121 Wabash Avenue. 274 pp. \$1.00.

No one who is observing can fail to see that in the public sentiment of our country, the tariff question is one of the foremost. It is one freely discussed from both sides, and the present volume is a plea for the negative, and the author in preparing it, has written for the average citizen who cares to reflect upon a public question, always prominent, and now, certainly, supreme in politics. In an introductory chapter, the "Problem" is thoroughly discussed. Taxes, direct and indirect, are brought out and explained, and their comparative merits stated. Among other important and vital points, are the following: Outline of tariff history in the United States.—Some lessons for the present from the tariffs of the past.—Some economical principles underlying the tariff issue.—The rights of producers versus the rights of consumers.—Is protection the cause of our prosperity?—How does protection affect our foreign trade?—How does protection affect our shipping interests?—Is the American farmer profited by protection?—The relation of the laboring man to the protective tariff.—The moral aspects of the issue. The "Conclusion" is devoted to "The Outcome," in which the author desires to answer the question, "What is to be the outcome?" The book is well written, and full of thought upon this very important question.

MAN A REVELATION OF GOD. By Rev. G. E. Ackerman. A. M., M. D., D.D. New York: Phillips & Hunt. Cincinnati: Cranston & Stowe. 396 pp. \$1.50.

The author of this volume, who in his youth was of a skeptical bent of mind, has written these pages for the benefit of any who may be so unfortunate as to bear the same burden of mental unrest. With this end in view, Dr. Ackerman has endeavored to be so simple and plain in all he says that the average thinker may be reached, knowing that theologians often soar too high, or plunge too deep for the mass to follow and reach the object sought. The Dr. has spent many years in thought upon the subject, and this volume is the result. He has endeavored to give authorities on both sides of every question; and has quoted largely, or sufficiently, so that each author may receive justice. The eight chapters composing the body of the book, treat of: Man in his origin,—In his physical structure,—In his speech,—In his mental characteristics,—In his will and moral nature,—In his achievements,—In his aspirations,—In his regeneration and adoption.—The book is a purely religious one, and full of

thought and enjoyment for thinking, Christian people, as well as for the skeptical or unbeliever.

"BOOKS THAT HAVE HELPED ME." Reprinted from the *Forum*. New York: D. Appleton & Co. 107 pp. 30 cents.

The essays found in this volume have already appeared in the *Forum*, and that fact alone will give character to them. They are, however, from the pen of some of the best writers the country contains, and upon a subject both attractive and practical. The first paper is by Dr. Edward E. Hale, in which he expresses his grateful regards for the "New York Spelling-book," "Popular Lessons," and "Cobwebs to Catch Flies;" these three books are a school experience well remembered by him. Many other books are also mentioned. These essays are written in a happy, conversational style; but contain strong and deep thought. Following Dr. Hale, are Professor William T. Harris, President John Bascom, Andrew Lang, Professor A. P. Peabody, Edward Eggleston, Rev. Dr. A. Jessopp, Jeannette L. Glider, Brander Matthews, Rev. Dr. Thomas Hill, Moncure D. Conway, and Judge Robert C. Pitman. To be thoroughly appreciated, these essays must be read.

A THOUSAND NEW HELPS TO WEALTH AND WISDOM. By George Alvah McLane. In two Parts. Part I, No. 1. Helps. Chicago: Published by George A. McLane. Single Numbers, 10 cents.

This is rather a unique volume, and bears the title of "The Dime Wisdom Series." It is to be a compendium of the helps and hindrances of life, and issued as it is, as a dime series, is within the reach of all. In its plan of arrangement it is found to be in alphabetical order, with new and needed explanations of the "Help" or "Hindrance," given in an original and concise manner. Following a long introductory, is the beginning of Part I, including Ability, Accommodating, and Accomplished.

LITERARY NOTES.

CHARLES SCRIBNER'S SONS number among their latest publications, "Twenty Years of Princeton College," the farewell address of President McCosh, delivered June 20, 1888.

JOHN B. ALDEN has brought out a delightful book, "The Land of the Pueblos," by Susan E. Wallace, wife of Gen. Lew Wallace.

D. C. HEATH & Co. have issued an intensely practical text-book on composition and rhetoric, by William Williams, B.A.

G. P. PUTNAM'S SONS' book, "Abraham Lincoln," by Noah Brooks, in which the life of that great man is succinctly told, will do much toward rousing patriotic feeling in the young.

D. LOTHROP CO. have extended the time for the literature prize competition to December 1, in order to give the school people the summer vacation and the fall for the preparation of manuscripts.

A. C. MCCLURG & Co., of Chicago, have the right of translation and publication of the series of studies of the lives, works, and literary character of the great French authors. They will form a very valuable series.

ROBERTS BROS. are preparing for immediate publication "Five Fairy Tales," by Oscar Wilde, with illustrations by Walter Crane and Jacob H. Hood.

D. VAN NOSTRAND, of New York, has just published two new volumes in the Bowser series of mathematical text-books, a "College Algebra," and "Academic Algebra."

IVISON, BLAKEMAN & Co., New York and Chicago, have published "First Lessons in Wood-Working," by Alfred G. Compton, professor of applied mathematics in the College of the City of New York.

BOOKS RECEIVED.

Longmans' Junior School Geography. By George G. Chisholm, M.A. With thirty-one maps. London and New York: Longmans, Green & Co., 15 E. 16th st. Eighteen pence; or cloth, two shillings.

Longmans' School Geography. By George G. Chisholm, M.A. London and New York. Longmans, Green & Co. \$1.05.

Elementary Physiology. An Introduction to the Study of Nature. By John Thornton, M.A. London and New York: Longmans, Green & Co. 80 cents.

Sound, Light, and Heat. By Mark R. Wright. London and New York: Longmans, Green & Co. 80 cents.

The Poetry of the Future. By James Wood Davidson, A.M. New York: John B. Alden.

Alden's Manifesto Cyclopaedia of Knowledge and Language. With illustrations. Vol. 7. New York: Calvin-Covenens. Cloth, 60 cents per vol.

The Unity of the Truth. By J. Max Hark, D.D. New York: John B. Alden. Cloth, 80 cents.

Colloquia Latina. Adapted to the beginners' books of Jones-Lighton & Collar, and Daniell. By Benjamin L. D'Ooge, M.A. Boston: D. C. Heath & Co. Mailing price, 30 cents.

The Boston Tea Party and Other Stories of the American Revolution, relating many Daring Deeds of the old Heroes. By Henry C. Watson. Boston: Lee & Shepard. 50 cents.

Mexico, Picturesque, Political, Progressive. By Mary Elizabeth Blake and Margaret F. Sullivan. Boston: Lee & Shepard. \$1.25.

Cesar's Army. A Study of the Military Art of the Romans in the last Days of the Republic. By Harry Pratt Judson. Boston: Ginn & Co. \$1.10.

Descriptive Geometry. By Linus Faunce. Boston: Ginn & Co. Mailing price, \$1.35.

A Text-book of Geometry. Revised edition. By G. A. Wentworth, A.M. Boston: Ginn & Co. Mailing price, \$1.35.

The Phonological Investigation of Old English. Illustrated by a series of fifty problems. By Albert S. Cook. Boston: Ginn & Co. 10 cents.

Topics in Ancient History. Arranged for use in Mt. Holyoke Seminary and College. By Clara W. Wood. Boston: Ginn & Co. 30 cents.

Aims and Methods in Classical Study. By William Gardner Hale. Boston: Ginn & Co. 20 cents.

An Introduction to the Study of the Middle Ages. By Ephraim Emerton, Ph.D. Boston: Ginn & Co. \$1.25.

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How desirable it is to be able to write and speak the English language with correctness and elegance! This is felt by teachers especially, and hence the many works that have appeared whose object is the teaching of the correct use of our wonderful language. One of the latest and best is that published by Leach, She-well & Sanborn, New York, Boston, and Chicago. Its subject is "Our Language: Its use and structure taught by practice and example," by Gordon A. Southworth, Master of the Prescott Grammar School, Somerville, Mass., and F. B. Goddard, formerly Instructor in Philology in Harvard University. The work has been prepared with the greatest care by the authors who combine long and successful teaching experience with thorough and commanding knowledge of the subject.

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